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ABSTRACT

This news digest provides an annotated bibliography on resources about inclusion of children with disabilities in general education classrooms. An introductory section on inclusion considers: definitions of inclusion and mainstreaming, provisions of the Individuals with Disabilities Education Act which provide the legal basis for inclusion, issues in the debate on inclusion and reform initiatives, and 12 factors critical to establishing successful inclusionary practices and programs. The annotated bibliography lists resources published between 1991 and 1995 and includes: bibliographies and directories of print, video, and organizational resources on inclusion; policy resources which provide discussions of such issues as beliefs about inclusion, legal and financial matters, accountability, and school restructuring; and "how to" resources which provide information about general inclusion issues or focus on specific issues such as teacher collaboration and curricular adaptation. A list of publishers' addresses and telephone numbers is also provided. (Contains 22 references.) (SW)

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NEWS DIGEST

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Planning for Inclusion

In the past two years, NICHCY has received an ever increasing number of requests for information on the inclusion of children with disabilities in general education classrooms. Callers want to know —

...what the pros and cons of including children with disabilities are,
...how to include,
...how to *plan* for inclusion,
...how to adapt the general education curriculum to meet the special needs of each included student,
...how to evaluate student performance,
...how to train teachers,
...where to find or reallocate the financial resources to provide the aids and supports students with disabilities may need,
...what types of accommodations can and should be made,
...where successful inclusive programs are located,
...what effective practices exist,
...where materials can be found,
...what the elements of collaboration are,
... and on and on.

The range of callers' questions provides ample evidence of how widespread the practice of inclusion has become and how many facets there are to consider when school districts, schools, and families move in the direction of including children with disabilities in general education classrooms.

This ***News Digest*** has been developed to respond to the host of questions that so many parents, teachers, administrators, advocates, and others have about inclusion. When we began to prepare this issue, it became immediately apparent that an enormous amount of information is already available. Therefore, rather than prepare an indepth examination of inclusion, which would duplicate the fine work of many others, we will take only a brief look at the range of inclusion issues, so that we may provide readers with an annotated listing of the rich resources that already exist on the subject. The detailed annotations should help you identify those resources suited to your questions and purposes. We have included a mix of materials available from commercial publishers,

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from organizations and systems implementing inclusionary practices, and from the ERIC (Educational Resources Information Center) system.

The "Resources on Inclusion" section of this document is divided into three parts:

(1) ***Bibliographies and Directories:*** These documents list print, video, and organizational resources available on inclusion;

(2) ***"Policy" Resources:*** These publications provide discussions of such issues as beliefs about inclusion, legal and financial matters, accountability, and school restructuring; and

(3) ***General "How To" Resources:*** These resources provide information about several inclusion issues or focus on one specific issue (e.g., curricular adaptation). In these materials, you will find guidance as to the "nuts and bolts" of inclusion — what to do and how to do it.

Following the annotations is a list of newsletters on inclusion. This ***News Digest*** concludes with "List of Publishers," which provides the names, address, and telephone numbers of the publishers and other organizations whose materials have been described in this document. You can use this list to contact publishers and obtain the resources of interest to you.

For individuals and organizations seeking information about (a) how to include students with *specific disabilities* (e.g., attention deficit disorder, mental retardation, blindness) or (b) how to include students with disabilities in *specific classes* (e.g., physical education, music, math), a series of bibliographies is currently under development and will provide annotated resource listings similar to the ones found in this ***News Digest***.

"It is important to recognize... that behind every success story, there lies a journey in which commitment, hard work, and humor paved the way."

Tashie et al., 1993, p. 7

What is Inclusion?

The term *inclusion* is used widely in educational circles and particularly in the disability field, but in truth there is no one definition for this word. It has been embraced by politicians, bilingual educators, people calling for systemic reform, minority groups — in short, inclusion is not just a disability issue. However, this ***News Digest*** focuses upon inclusion as it is discussed and practiced within the disability field.

Within this field, other words are often used interchangeably with inclusion — mainstreaming and integration, for instance — but these words also are not well or universally defined and often are not really synonymous with inclusion at all. In short, there is confusion about inclusion!

For the purposes of this ***News Digest***, and in keeping with the general way in which individuals and organizations in the disability field use the term inclusion, *inclusion* refers to the process and practice of educating students with disabilities in the general education classrooms of their neighborhood school (the school they would normally attend if they did not have a disability). (See the box on the next page, which provides definitions of several key terms as they are generally used in the field.)

We speak of "full" inclusion for students with disabilities who receive their entire education within the general education setting (sometimes referred to as the *mainstream*). In contrast, "partial" inclusion would refer to the practice of educating students with disabilities in general education classrooms for some portion of their school day, while they spend the other portion of the day receiving instruction in a special education classroom or resource room outside of the mainstream. (Some might refer to this as "mainstreaming" or as moving towards or providing "inclusive education.") Variations exist as well from school to school, district to district, and state to state in how *many* students are included — in one location, all students may be fully included, due to that area's commitment to practice inclusion, while in other locations some students are fully included, some are partially included, and some are not included at all.

Thus, inclusion has not one face but many.

The resources listed in this publication are by no means the only materials available on inclusion. Due to space constraints, we have selected among those resources published between 1991 and 1995. Additional materials may be identified by consulting the bibliographies of most of the resources listed in this ***News Digest*** or by contacting organizations that address issues associated with specific disabilities or inclusion.

What Legal Basis Exists for Inclusion?

The Individuals with Disabilities Education Act, or IDEA — the public law that requires schools to provide each child with a disability with a "free appropriate public education" — does not use the term "inclusion." Rather, IDEA refers to providing each eligible student with a free appropriate public education in what is known as the "least restrictive environment" (LRE), with the accommodations and supports necessary for the student to benefit from his or her education. Specifically, the legislation states:

> (b) Each public agency shall ensure—
> (1) That to the maximum extent appropriate, children with disabilities, including children in public and private institutions or other care facilities, are educated with children who are non-disabled; and
> (2) That special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. [*Code of Federal Regulations* Title 34 §300.550 (b)(1)-(2)]

In a November 23, 1994 memorandum to the Chief State School Officers, the U.S. Department of Education offered clarification regarding IDEA's least restrictive environment provisions, which state "IDEA's strong preference for educating students with disabilities in regular classes with appropriate aids and supports" (Heumann & Hehir, 1994, p. 3). This memo makes it clear that a student's placement in the general education classroom is the *first* option the IEP team must consider.

An integral part of deciding whether or not the student will be educated within the general education classroom is an individualized inquiry into the possible range of aids and supports that are needed to ensure that the student can be educated satisfactorily in that environment. If the IEP team determines that the student can be educated satisfactorily in the general education classroom, "that placement is the LRE placement for that student" (Heumann, 1994, p. 2). Thus, while not a *mandate* for inclusion, IDEA's LRE requirements give quite adequate support for its practice.

However, the IEP team may determine that the student cannot be educated satisfactorily in the general education classroom, even when appropriate aids and supports are provided. An alternative placement must then be considered. Accordingly, schools are required to ensure that "a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services" [34 CFR §300.551(a)]. This continuum must include the range of alternative placements listed in the definition of special education —specifically, "instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions" [§300.551(b)(1)]. According to a September 16, 1994

Defining Terms

Neighborhood School
The public school a child would normally attend if he or she did not have a disability. As long as the student is a resident of the neighborhood served by the school, he or she may attend that school.

Inclusion
The practice of providing a child with disabilities with his or her education within the general education classroom, with the supports and accommodations needed by that student. This inclusion typically takes place at the student's neighborhood school.

Mainstream
The general education setting, where students without disabilities receive their education.

Mainstreaming
The practice of providing a student with disabilities with *some* of his or her education in a general education classroom. Mainstreaming is not necessarily synonymous with inclusion or may be called "partial inclusion." The word implies that the student with disabilities receives a part (often, the majority) of his or her education in a separate, self-contained special education classroom.

Integration
Used in a variety of ways within the literature, may mean either *inclusion* or *mainstreaming*, as defined above. The context of the discussion determines its meaning.

memorandum to the National Education Association (NEA), the U.S. Department of Education stated that the required continuum of alternative placements "reinforces the importance of the individualized inquiry, not a 'one size fits all' approach in determining what placement is the LRE for each student with a disability" (Heumann, 1994, pp. 2-3). As such, the requirement for a continuum of alternative placements provides support for those who argue that inclusion cannot and should not be required for ***all*** students, that decisions about placement in the mainstream, in separate classes or schools, or in a mixture of both, must be made on an individualized basis, considering the student in question and his or her special needs.

The Inclusion Debate

Inclusion has become an issue of great discussion and sometimes heated debate. There are many supporters whose statements ring with commitment. "As an advocate for inclusion," says one inclusion facilitator, "I believe in it so strongly that no argument against it can ever sway me. I have seen it work and I know that it is the right thing to do for all students, classes, and schools" (Tashie et al., 1993, p. 10). In contrast, there are organizations and individuals who are deeply concerned about the movement toward inclusion. The American Federation of Teachers has called for a moratorium on full inclusion policies, stating that "unwise and unrestrained inclusion is creating unbearable conditions in classrooms across the country" (Shanker, 1993) due to the lack of adequate teacher training and support within the classroom, among other factors (Shanker, 1994). These factors concern the National Education Association (NEA) as well. What appears to be fueling the controversy is the practice of "dump and hope" that some school districts are using under the name of inclusion — placing students in general education classrooms without needed supports, without training teachers, with only the "hope" that it will work.

In contrast to "dump and hope," NEA's policy supports and encourages "appropriate inclusion characterized by practices and policies which provide, on a sustained basis," for:

- a full continuum of placement options and services within each option;
- appropriate professional development;
- adequate time for teachers to plan and collaborate on behalf of all students;
- class sizes responsive to student needs;
- and staff and technical assistance appropriate to teacher and student needs. (Chase, 1995, pp. 45-46)

And, of course, there are many who support inclusion philosophically but who feel strongly that decisions about whether or not to include children with disabilities must be made on a case-by-case, child-by-child basis, taking into account each student's special needs. The Learning Disabilities Association of America (LDA), for example, has stated that, while the general education classroom can provide many benefits to students with learning disabilities, it is not the appropriate placement for those students who may need "alternative instructional environments, teaching strategies, and/or materials that cannot or will not be provided within the context of a regular classroom placement" (LDA, 1993).

In many locations, the debate no longer centers around "Should we include or shouldn't we?" As the inclusion movement gathers momentum and experience, and as successes are achieved, many school systems have moved beyond wondering *if* and are asking: *How? How do we include?*

And with that question come many others: How do we give our teachers the training essential to making inclusion work? What supports and accommodations will students need in order to thrive in the general education class, and how do we provide those supports in that environment? How do we ensure that the education of other students won't be disrupted or instruction diluted? What will all this cost, and how do we pay for it?

For those considering or undertaking inclusion, the resources annotated in this ***News Digest*** will provide much guidance concerning policy, planning, and implementation issues. A series of companion bibliographies is currently under development and will provide additional resources on how to address the needs of students with specific disabilities and how to include students with disabilities in specific classes.

A number of educators and parents we talked with gave the following advice to districts attempting inclusion programs: Go slow.

U.S. General Accounting Office, 1994, p. 3

Reform Initiatives

Educational reform discussions and the national Goals 2000 initiative have resulted in widespread reform through which inclusionary

programs have been created, studied, and furthered in many states. As part of this effort, many states have what are known as Systems Change projects, whose activities are intended to enhance the capacity of the states to serve students with severe disabilities in general education settings. These Systems Change projects have provided the field with dynamic lessons in how to "do" inclusion.

If you, as a parent, teacher, administrator, or advocate, are interested in inclusive educational practices, it will be important to access the "inclusion" network already existing within your state (and within the country) and take advantage of the experience, resources, and materials of others. Contact the state director of special education and ask if a Systems Change project exists within your state. Another source of this information may be your state's Parent Training Information Project (listed on the NICHCY *State Resource Sheet*). If your state does have a Systems Change project, it may be a ready source of materials and expertise. Even if no such project exists, ask what sources of state and local assistance exist — for example, what school systems in the state are involved in inclusion — and contact them. They may have many lessons to share about their experiences with inclusion and may be able to provide guidance regarding the elements of inclusion that are critical to its success.

Components of Appropriate Inclusion

Most of the books annotated in this ***News Digest*** present detailed information and guidance on the "how-tos" and "what-to-considers" of including children with disabilities in general education classrooms. Indeed, there is much to consider, for both research and practice have shown that "inclusion programs can work, but they take tremendous effort and considerable resources" (U.S. General Accounting Office, 1994, p. 3). This section lists, in abbreviated fashion, many of the factors emerging as critical to establishing successful inclusionary practices and programs. Readers are then referred to the resources listed in this publication which provide more detailed guidance.

> *Having Mike in the classroom is interesting. What I mean by interesting is that Mike teaches us stuff and we teach him stuff. He taught me that people don't have to be the same to communicate together, and that people are different but they still have the same feelings inside.*
>
> *Jessica, age 10, in Zeph et al., 1992, p. 16*

- ***Establish a philosophy that supports appropriate inclusionary practice.*** The philosophy will serve as both the foundation for and a stepping stone to achieving inclusion. For example, LEARNS (Local Education for All in Regular Neighborhood Schools) in Maine states its belief that:

> ALL students benefit from education that values and practices the recognition and support of diversity. All students can be successful, grow and learn in regular schools and classrooms when individually designed supports are provided. (LEARNS, n.d., p. 2).

Who develops such a philosophy statement? Best practice suggests that a philosophy supporting and affirming the learning of *all* students needs to be established at the state level, district level, and building level (Simon, Karasoff, & Smith, 1992), through discussion and agreement of major stakeholders. The responsibility for educating children and for deciding *how* and *where* children will be educated exists at each of these levels, and a clearly articulated philosophy at each level provides decisionmakers with a framework within which to weigh educational choices and alternatives. It also gives them the authority to commit resources to support the decisions that are made.

- ***Plan extensively for inclusion.*** Planning needs to include all those who will be involved in and affected by whatever inclusion is planned. If a large-scale inclusion is anticipated, meaning that the state has determined that children with disabilities will be educated within general education environments, then system-wide planning and capacity building must take place. If the inclusionary effort is limited to one school, then intensive planning and preparation needs to occur at that site. Team work and collaboration at the local school are always essential to addressing and answering (a) the many questions that come with inclusion generally and (b) the specific issues associated with the inclusion of each specific student. It is also vital that there be someone clearly "in charge" of the inclusion effort. Among other things, this person (or persons) would have responsibility for: calling meetings of those involved in

planning; coordinating and overseeing IEP development and implementation for individual students; ensuring that staff (including paraprofessionals) receive ongoing training; seeing that needed resources are made available; and monitoring the overall inclusion effort.

Going slowly and thoughtfully and planning thoroughly maximize the probability of success for all those involved — teachers, parents, and all students, particularly those with disabilities.

The parents' role in planning for inclusion should be just as significant as their role in planning the yearly IEP.

Roach, Ascroft, & Stamp, 1995; p. 39

• ***Involve the principal as a change agent.*** The presence of a proactive, visible, and committed principal is often crucial to successful inclusion (Working Forum on Inclusive Schools, 1994). If the principal is not already involved in the inclusion movement, then his or her support must be enlisted. O'Brien and Forest (1989) provide a number of suggestions for how to do this. Through the principal's leadership, a model of accepting and welcoming students with disabilities can be established, collaborative teaming encouraged, planning time for inclusion sanctioned, resources made available, parents involved, and progress made.

• ***Involve parents.*** By law, parents are entitled to be fully involved in planning the education of their child with a disability. Beyond the requirements of law, however, including parents in efforts to plan for and implement the inclusion of their child makes eminent good sense — parents have expert, indepth knowledge of their child's personality, strengths, and needs and can make substantial contributions to the inclusion effort. As primary stakeholders in inclusion, parents should be included throughout the entire planning and implementation process — in the early information-gathering and planning meetings, where decisions are made about the shape and scope of the inclusion program; in the IEP meeting where decisions are made about their child's education; and beyond, when concerns or questions arise during the course of a school day or semester. Professional members of the team planning for inclusion can promote involvement of parent team members by appreciating and valuing the type of knowledge that parents bring to the planning table, by communicating openly and honestly with parents, by respecting the family's cultural patterns and beliefs, and by listening carefully to the suggestions and concerns that parents have (Orelove & Sobsey, 1991, pp. 418-419).

• ***Develop the disability awareness of staff and students.*** Teachers, classroom aides, and other students in the classroom and their parents need to have an understanding of disabilities and the special needs that having a disability can create. Teachers and aides need indepth knowledge, in order to understand and meet the student's needs. This will also help teachers establish an atmosphere of acceptance and to plan activities that foster inclusion.

Notwithstanding the fact that "young people have an amazing capacity for acceptance of differences and tend to see students with disabilities as people first" (LeRoy, England, Osbeck, 1990, p. 9), students in general education classes also need information. A discussion of disability — what it means to have a disability, what it does *not* mean — can help students understand and interact with their peers with disabilities. It is important, however, for the teacher (and other school staff) to know and observe the district's policies regarding confidentiality and to not reveal personal information about an individual student — including the specific nature of his or her disability — without the permission of that student's parents. Many teachers have found that the student's parents are valuable partners in developing the awareness of other students and school staff in regard to disability issues in general and their child's disability in particular. Depending on the nature of the student's disability, classmates may also need information about classroom routines that might change, equipment that might be used by the student, safety issues, and any additional individuals who may be in the class assisting the student.

Those involved in planning for and implementing inclusion should also recognize that developing the disability awareness of staff and students needs to be an *ongoing* activity. Staff leave and new personnel are hired; students leave and new ones arrive. Disability awareness training and activities, therefore, must be provided on a continual basis.

• ***Provide staff with training.*** It is unrealistic and unfair to expect general education teachers to creatively and productively educate and include students with disabilities in their classrooms in the absence of adequate training. General educators must be provided with the training they need in order to meet the special learning and behavioral

needs of students. This training can come in many forms: seminars at local universities; in-service sessions provided by special educators; and materials specific to the nature of students' disabilities. It is also vital that general education teachers have frequent opportunities for collaborative planning with other teachers, especially special educators, and have ready access to the "disability" network and inclusion specialists who can address specific questions educators might have.

• ***Ensure that there is adequate support in the classroom.*** For all those concerned with inclusion, general education must not become a "dumping ground" where students with disabilities are thrown without adequate support to them or their teachers. The IDEA states that when children with disabilities are educated in regular classes, accommodations and supports must be provided as appropriate to each child's special needs. "Some supplementary aids and services that educators have used successfully include modifications to the regular class curriculum, assistance of an itinerant teacher with special education training, special education training for the regular teacher, use of computer-assisted devices, provision of notetakers, and use of a resource room" (Heumann, 1994, p. 2). The supports to be provided should be listed *explicitly* in the student's IEP, which then documents the school's obligation and commitment to provide the supports.

A primary means of support is the presence of additional staff, when necessary to meet the student's needs. Schools are increasingly relying upon the use of classroom aides and paraprofessionals to provide needed assistance. This person may work with the student individually on adaptations to the curriculum suited to that student's IEP goals and objectives and the content of the subject matter under study, or he or she may provide direct assistance in terms of positioning, notetaking, interpreting, or facilitating communication or interaction with others.

Another form of support is assistive technology that helps the student operate within the mainstream. Much information is available on the types of assistive technology available to individuals with disabilities (see "Resources" section); it is the school's responsibility under IDEA to identify what assistive technology devices or services would allow the student to benefit from his or her educational experience (34 CFR § 300.6); these devices or services need to be listed specifically in the IEP. The school is then responsible for providing them to the student and for providing training in how to use the device (34 CFR § 300.6).

> *We now bring support services to the students in general education settings, allowing them to learn in classes with their peers.*
>
> *Tashie et al., 1993 , p. 6*

• ***Provide structure and support for collaboration.*** Collaboration between stakeholders and participants is seen as "the key to successful inclusion of all students in a regular class" and "involves a nonhierarchical relationship in which all team members are seen as equal contributors, each adding his or her own expertise or experience to the problem-solving process" (Stainback & Stainback, 1990, p. 96).

Collaboration needs to occur all along the path of inclusion: during the initial planning stages, during implementation, between home and school, between all members of the student's individual planning team, between general and special educators during the course of the school day, between teachers and administrators, between students. Indeed, the importance of collaboration can not be overemphasized. It is especially important that time be built into teachers' schedules to allow for collaboration; the principal can be of great assistance in making this possible.

• ***Establish a planning team for each included student.*** Each student with disabilities included in the mainstream needs to have an individual planning team that meets on a *regularly scheduled* basis and collaboratively discusses and problem-solves the specific details of including that student. This team may look similar to the IEP team and will probably include many of the same members, but its purpose is to "maintain program quality throughout the year...[and] provide a vehicle for creative problem-solving, regular home-school communication, proactive rather than reactive planning, collaborative consultation, and program coordination" (Bodensteiner, 1992, p. 8). Again, collaboration between team members is essential; each member brings to the table expertise and creativity. Working together and pooling their knowledge, team members can do much to ensure that a student's inclusion is successful.

• ***Make adaptations.*** One of the challenges of inclusion is adapting the general education curriculum (and environment) to meet the needs of students with disabilities. Adaptations can be defined as "any adjustments or modifications in the

environment, instruction or materials used for learning that enhances the person's performance or allows at least partial participation in an activity" (Udvari-Solner, 1992, p. 3). For many students with cognitive disabilities, the mainstream curriculum may be too demanding or fast-paced. For students with physical disabilities, many academic tasks pose unrealistic physical demands. Thus, to allow their participation, adaptations must be made because "a student should not be excluded from an activity due to the fact that he/she can perform only a portion of the required skills" (p. 3). These modifications may mean (a) using materials and devices; (b) adapting skill sequences; (c) providing personal assistance; (d) adapting rules; and (e) adapting the physical environment (Baumgart et al., 1982, as cited in Udvari-Solner, 1992).

Photo by Gary Samson, courtesy of the University of New Hampshire

There are many creative resources on how to adapt what students with disabilities are studying and what they are asked to do academically. Guidance is also available on how to "fit" a student's IEP goals and objectives meaningfully into the various subjects of the mainstream. Many of these resources are listed in the bibliography section of this ***News Digest***; see the "Which Issue, Which Resource?" cross-reference on page 10 for those resources specific to making curricular adaptations.

• ***Establish policies and methods for evaluating student progress.*** As general and special education become increasingly united within the context of general education classrooms, questions arise about how a teacher reasonably and fairly evaluates students, particularly students with disabilities who are not working with the same curriculum or for similar goals as their peers without disabilities. Certainly, for students with disabilities, the IEP provides a benchmark against which to measure student progress. Has the student achieved the goals and objectives listed in the IEP? Other questions about evaluation exist, however, including how the performance of students with disabilities will be counted within state reporting systems. Suggestions for student evaluation, and for accountability within reporting systems, are given in many of the resources listed in this document. "Which Issue, Which Resource?" on page 10 identifies some of the primary resources addressing this issue.

• ***Establish policies and methods for evaluating the inclusion program.*** One of the concerns that has been expressed about inclusion is the lack of empirical data on its effectiveness. As Martin (1994) writes, "Some inclusion advocates do not want the burden of demonstrating child benefit. That inclusion will be beneficial is an article of faith — not an issue for evaluation" (p. 39). Yet, "neither parents nor professionals should accept rhetoric in place of data" (p. 42). On a national scale, research into effectiveness is certainly needed; on the local level, schools and communities will want information about how well *their* program, in all its various aspects, is working. Are students — those with disabilities and those without — achieving the outcomes projected? Are teachers getting the training they need, and do they have adequate opportunity to collaborate with others? How effectively are the individual (and other) planning teams collaborating? How do parents feel about the program? What adjustments need to be made to the program to improve its operation? Many of the resources in this document include checklists, questionnaires, and other evaluation materials and guidelines to help you answer these important questions.

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Udvari-Solner, A. (1992). *Curricular adaptations: Accommodating the instructional needs of diverse learners in the context of general education.* Topeka, KS: Kansas State Board of Education. (ERIC Document Reproduction Service No. ED 354 685)

U.S. General Accounting Office. (1994, April). *Special education reform: Districts grapple with inclusion programs: Statement of Linda G. Morra.* Testimony before the Subcommittee on Select Education and Civil Rights, Committee on Education and Labor, U.S. House of Representatives. Washington, DC: Author. (ERIC Document Reproduction Service No. ED 372 552)

Working Forum on Inclusive Schools. (1994). *Creating schools for all our students: What 12 schools have to say.* Reston, VA: Council for Exceptional Children.

Zeph, L., Gilmer, D., Brewer-Allen, D., & Moulton, J. (Eds.). (1992). *Kids talk about inclusive classrooms.* Orono, ME: University of Maine, College of Education. (ERIC Document Reproduction Service No. ED 365 025)

Which Issue, Which Resource?

There are many facets to inclusion and many issues to consider. To help you begin identifying which resources might be most appropriate to your needs and concerns, we've cross-referenced common inclusion issues with most of the resources listed in this publication. Unless marked with an asterisk (*), the resources listed below can be found in the General "How To" section beginning on page 16. An * indicates that the material is listed under "Policy" Resources.

Philosophy of Inclusion

Catlett & Osher, 1994 *
Dillon et al., 1993*
LEARNS, n.d.
Pearpoint et al., 1992

Legal Issues

Full inclusion, 1994*
Heumann, 1994*
Heumann & Hehir, 1994*

Restructuring/Funding

Hartman, 1994*
McLaughlin & Warren, 1992*
McLaughlin & Warren, 1994 (June and November)*
NASBE, 1992*
Parrish & Mongomery, 1995*
Sailor et al., 1992*
Salisbury & Chambers, 1994*
Villa et al., 1992*

Planning for Inclusion

Davern et al., 1991
Facilitator guides, 1994
Forest & Pearpoint, 1991
Giangreco et al., 1993
NEA, 1993*
Pearpoint et al., 1992
Rebhorn & Takemoto, 1994
Sage & Burrello, 1994
Simon et al., 1992
Tashie et al., 1993
Wisniewski & Alper, 1994

Involving the Principal

Sage & Burrello, 1994
Tourgee & DeClue, 1992

Resources Addressing Most or All of These Issues

Beninghof, 1993
Blenk & Fine, 1995
Choate, 1993
Conn, 1992
Demchak et al., 1993
Fox & Williams, 1991
Inclusive Education Project, 1991
Lombardi, 1994
Lowell York et al., in press
Mann et al., 1992
Pierangelo, 1994
Roach, Ascroft, & Stamp, 1995
Salend, 1994
Schrag, 1994
Schulz & Carpenter, 1994
South Dakota Statewide..., 1993
Wood, 1993
Working Forum, 1994

Disability Awareness

NICHCY, 1994
Vaughn & Rothlein, 1994

Classroom Support

Lewis, 1993
Male, 1994
National Resource Center, 1993

Collaboration

Aldinger et al., 1994
Bodensteiner, 1992
Forest & Pearpoint, 1991
Friend & Cook, 1992
Jackson, 1992
Northeast RRC, 1992
Pugach & Johnson, 1995
Rainforth et al., 1992
Shea & Bauer, 1991
Warger et al., 1993

Making Adaptations

Ayres et al., 1992
Chalmers, 1992
Copenhaver, n.d.
Dalheim, 1994
Ferguson et al., 1993a
Ferguson et al., 1993b
Field et al., 1994
Fister & Kemp, 1995
Gearheart et al., 1992
Inclusive Education Project, 1993
Joint Committee, 1995
Neary et al., 1992
Project RIDE, 1993
Putnam, 1993
Schulz & Carpenter, 1994
Stainback & Stainback, 1992
Udvari-Solner, 199?
Vandercook et al., 1993
Wood, 1992

Evaluating Student Progress

Brauen et al., 1994*
Brey & Glomb, 1992
Inclusive Education Project, 1993
Mann et al., 1992
National Center for Educational Outcomes, 1994*
Ysseldyke et al., 1994*

Evaluating the Program

Meyer et al., 1992

Resources on Inclusion: 1991 - 1995

Bibliographies and Directories

Moore, C., & Carter, S. (1994, April). *Inclusion: An annotated bibliography*. Eugene, OR: Western Regional Resource Center. (ERIC Document Reproduction Service No. ED 372 573)

This thorough, annotated bibliography is a valuable resource for identifying the range of materials on inclusion. The bibliography includes hundreds of resources in 19 topical areas indexed by more than 200 subject descriptors. The topic areas are: case studies, checklists, disability awareness, early childhood, fiscal implications, legal issues, legislation, newsletters, philosophy, policies, positions, projects, research, staff training/preparation, strategies/implementation, teacher education, and videos. Each of these sections begins with an introduction that offers an overview of the resources in that section. Supplements to the bibliography are issued semi-annually. All material is also available on computer disk. (NICHCY)

National Center on Educational Restructuring and Inclusion. (1994). *National study on inclusive education*. New York: Author.

This document is a directory of inclusive schools and school districts across the country. Descriptive narratives with program information accompany some of the entries. The introduction explores issues such as "Educational Restructuring and Inclusion"; "A National Perspective on Special Education"; and "What is Inclusion?" (NICHCY)

Snart, F., & Vaselenak, L. (1993). *Integration of students with special needs into educational settings: An annotated bibliography*. (ERIC Document Reproduction Service No. ED 358 616)

This annotated bibliography lists close to 1,200 journal articles published between 1985 and 1991, drawn primarily from the ERIC and PsycLIT databases. Primary attention has been given to articles discussing the needs and methods of teaching students with mild to moderate disabilities. Specific topics include assessment, attitudes, cross-cultural issues, early education, adult education, secondary education, behavior problems or autism, communication problems, hearing impairments, cognitive disabilities, learning disabilities, physical disabilities, visual impairments, English as a second language, legal issues, program evaluations; physical education, social factors, teacher preparation and inservice, teaching methods, use of music, and use of computers and other technology. Entries are arranged alphabetically by author; a subject index is included. (WRRC)

Sorenson, B., & Drill, J. (1994, April). *Topical bibliography on inclusive schools*. Reston, VA: Council for Exceptional Children.

This annotated bibliography was developed by running a computer search of three databases: the Educational Resources Information Center (ERIC), the Exceptional Children Education Resources (ECER), and the Western Regional Resource Center (WRRC). The bibliography is organized into the following areas: collaboration between regular and special education; assessment (prereferral intervention); staff development; changing roles and responsibilities; administrative concerns/planning and accountability; instructional and curriculum strategies; interagency coordination; principles of good practice; philosophy, history, and viewpoints; and media. (NICHCY)

ERIC Documents

Many documents listed in this bibliography are available through the ERIC system. These documents are identifiable by the "ED" number that follows their citation — for example, ED 372 573.

If you have access to a university or library that has the ERIC collection on microfiche, you may be able to read and photocopy the document there. If not, contact: ERIC Document Reproduction Service (EDRS), 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852. Telephone: 1-800-443-3742; (703) 440-1400. Give EDRS the "ED" number; for a nominal fee, you will receive a copy of the document on microfiche or paper.

Vandercook, T., Walz, L., Doyle, M.B.,York, J.L., & Wolff, S. (1995). *Inclusive education for learners with disabilities: Print and media resources.* Minneapolis, MN: Institute on Community Integration, University of Minnesota.

In an effort to provide educators, families, and other interested persons with information about including learners with severe disabilities into general education classes and school community life, the authors have compiled this resource guide, which is updated annually. The guide includes resources about successful inclusive education models and strategies, as well as materials that provide a sound rationale and empirical support for inclusion. The resources are organized under the topics of: rationale; systems change and restructuring; collaborative teamwork; curriculum and instruction; social interactions and friendships; family perspectives and issues; and personnel development; and general inclusive education resources. (Levine)

"Policy" Resources

Brauen, M.L., O'Reilly, F., & Moore, M. (1994, April). *Issues and options in outcomes-based accountability for students with disabilities.* College Park, MD: Center for Policy Options in Special Education.

This document provides a framework for creating an outcomes-based accountability system that includes students with disabilities. Intended for use at the district and school levels, the book is divided into two parts. Part I provides an overview of issues that must be considered in developing outcomes-based accountability systems including students with disabilities. Part II suggests options and strategies for implementing these systems and the implications of these options. The issues and options are presented according to four critical sets of decisions that must be made to create an outcomes-based accountability system: (a) selecting outcomes for all educational programs; (b) establishing performance standards; (c) identifying assessment strategies; and (d) identifying accountable parties. (NICHCY)

Catlett, S.M., & Osher, T.W. (1994, April). *What is inclusion, anyway? An analysis of organizational position statements.* Alexandria, VA: Project Forum, National Association of State Directors of Special Education. (ERIC Document Reproduction Service No. ED 369 234)

This report describes a study conducted to analyze the policies on inclusion issued by various national organizations and to respond to the National Association of State Boards of Education's (1992) report called *Winners All: A Call for Inclusive Schools.* Information about inclusion policies was gathered from 18 organizations, including advocacy groups, professional associations, and leadership organiaations in general and special education. Results indicated that a variety of perspectives on inclusion exist. While some organizations are quite specific about what inclusion is, to whom it should apply, and the conditions under which it should be practiced, no two organizations defined inclusion in the same way. Yet, there was "notable and obvious agreement that children with disabilities should be included in general education to a greater extent than they have been in the past" (p. 10). The debate centers on how much inclusion is appropriate and whether or not the full range of services will be lost if inclusion is implemented hastily, without adequate supports. (NICHCY)

Dillon, A.D., Tashie, C., Schuh, M., Jorgensen, C., Shapiro-Barnard, S., Dixon, B., & Nisbet, J. (1993, August). *Treasures: A celebration of inclusion.* Concord, NH: Institute on Disability, University of New Hampshire.

This book is intended to, among other things, "inspire those who have not had the experience of working in inclusive schools to work toward equity and excellence" (p. 3). The book includes a foreword by Marsha Forest, of the Centre for Integrated Education and Community, in Toronto, Canada; stunning photographs of inclusion taken by Gary Samson, three of which are reproduced in this ***News Digest***; many evocative quotes; and an afterword by Rick Betz, a high school student with disabilities. There are no real "how-tos" in this book but there are an abundance of "why-tos." (NICHCY)

Source of Annotations

Following each resource's annotation, you will see, in parentheses, one of the abbreviations listed below. The abbreviation indicates the source of the annotation. NICHCY thanks the individuals and organizations who have generously permitted us to reprint their annotations.

(ERIC)	ERIC system; abstractor indicated by "author" or initials
(Levine)	Eric Levine
(NICHCY)	NICHCY
(WRRC)	Western Regional Resource Center

Full inclusion: Educating students with disabilities in the regular classroom. (1994). Horsham, PA: LRP.

This document is a compilation of articles which analyze the issue of inclusion from a legal perspective. Several articles have been reprinted from *The Special Educator*. Six case laws and two policy rulings have been reprinted which show trends since 1991 in legal interpretation of the courts regarding inclusion. The document also includes a checklist of questions to ask when determining least restrictive environment, authored by attorney Reed Martin. (WRRC)

Hammond, M., Jentzsch, C., & Menlove, M. (1994). *Fostering inclusive schools and communities: A public relations guide.* Salt Lake City, UT: Utah State Office of Education and Utah State University.

This public relations guide provides step-by-step instructions for implementing an effective, low-budget public relations campaign on the issue of inclusion. The chapter topics include: Promoting an image; Language, attitudes, and disability; Publicity; Parent involvement; Community organizations; Employer/business participation; School personnel participation; Brochures and newsletters; Speakers bureau; and Rural communities. Although many of the sources listed in the guide are specific to Utah, the information can be applied to other states as well. (WRRC)

Hartman, W.T. (1994, Spring). Funding for a unified educational system. *Special Education Leadership Review, 2*(1), 33-38.

The funding structure for a unified educational system must follow the adoption of a single instructional and administrative system. Most funding structures are based on categorical labelling of students. Fiscal incentives for including students with disabilities need to be incorporated while disincentives should be removed. The major features of a unified funding system are listed, and several funding approaches are discussed. (WRRC)

Heumann, J.E. (1994, September 16). *Questions to frequently asked questions about the requirements of the Individuals with Disabilities Education Act (IDEA).* Washington, DC: U.S. Department of Education. (See availability information listed under this reference on page 9.)

This memorandum was prepared by the U.S. Department of Education in response to questions posed by the National Education Association (NEA) regarding IDEA and, in particular, its special education/inclusion legal requirements. Using a question and answer format to answer some of the questions most frequently asked by NEA members, the document provides substantial guidance and clarification regarding what Federal law (including Section 504 and the Americans with Disabilities Act) requires with respect to inclusion and the education of students with disabilities. Appendices include the IDEA's state complaint procedures, an August 15, 1994 list of state directors of special education, information about the Office of Civil Rights' (OCR) complaint resolution procedures, and a list of OCR's regional offices. (NICHCY)

Heumann, J.E., & Hehir, T. (1994, November 23). *OSERS memorandum to Chief State School Officers: Questions and answers on the least restrictive environment requirements of the Individuals with Disabilities Education Act.* Washington, DC: U.S. Department of Education. (Available from NICHCY.)

In response to questions from the Chief State School Officers and others, this memorandum provides guidance regarding IDEA's LRE requirements. Using a question and answer format, Judith Heumann (Assistant Secretary of the Office of Special Education and Rehabilitative Services) and Thomas Hehir (Director of the Office of Special Education Programs) provide clarification about what IDEA requires in terms of LRE, whether IDEA defines "inclusion," the process by which IEP teams should make placement decisions, what is meant by "supplementary aids and services," and many other issues associated with LRE and placing students with disabilities in general education classrooms. (NICHCY)

Kauffman, J.M., & Hallahan, D.P. (1994). *The illusion of full inclusion: A comprehensive critique of a current special education bandwagon.* Austin, TX: Pro-Ed.

The essays in this book analyze the movement toward full inclusion of students with disabilities from the perspective that questions and cautions, lest the movement produce disappointment by "crushing" the very students it is supposed to defend. Part One places

Key to Abbreviations

The following abbreviations are used throughout these annotated entries:

ADHD	Attention Deficit Hyperactivity Disorder
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
LRE	Least Restrictive Environment

the full inclusion movement in its historical context; Part Two examines policies and commentaries; Part Three discusses disability-specific issues, including blindness and deafness. Inclusionary placement of ALL students is questioned by many of the 15 authors whose essays are included in this collection. (WRRC)

Lombardi, T.P. (1994). *Responsible inclusion of students with disabilities*. Bloomington, IN: Phi Delta Kappa Educational Foundation.

Part of Phi Delta Kappa's *Fastback* series, this booklet provides a short, easy-to-read overview of the issues associated with inclusion. Chapters discuss: the basis for inclusion (both legal mandates and moral principles); research; instructional and learning models effective with students with disabilities; education and training for teachers, administrators, and other professionals; new roles and responsibilities (consultation and collaboration); and modifying instruction. The booklet concludes with a separate inclusion checklist for administrators, teachers, and parents. (NICHCY)

McLaughlin, M.L., & Warren, S.H. (1992, September). *Issues and options in restructuring schools and special education programs*. College Park, MD: Center for Policy Options in Special Education.

This document is intended for Boards of Education, superintendents, local administrators, principals, and school-based decision-making teams involved in school restructuring and special education. The issues and options are summarized in five critical areas of school restructuring: (a) developing a clear vision and mission for education that includes all students; (b) establishing a system of accountability for all educational programs; (c) creating an organization that supports the restructuring mission; (d) changing what schools teach and how they teach it; and (e) creating supports for staff development and renewal. (NICHCY)

McLaughlin, M.J., & Warren, S.H. (1994, June). *Resource implications of inclusion: Impressions of special education administrators at selected sites* (Policy Paper Number 1). Palo Alto, CA: Center for Special Education Finance.

This policy paper documents the results of a preliminary investigation of some of the issues surrounding resource allocation in schools moving toward inclusive education. Using interviews with administrators in 12 school districts, the researchers obtained information about how expenditures in staffing, transportation, facilities, equipment, and professional development had changed as inclusion was implemented. Although the authors conclude that inclusion does not cost more than other modes of service delivery, the investigation suggests that initial implementation of inclusion can require additional resources. Those districts that feel inclusion is the right thing to do continue to implement inclusion with whatever resources they have available to them. (NICHCY/WRRC)

McLaughlin, M.J., & Warren, S.H. (1994, November). The costs of inclusion. *The School Administrator, 2*(1), 8-19.

The "costs" of inclusion, in terms of financial and human resources, are explored in this article. University of Maryland researchers interviewed special education directors, principals, and other administrators in 14 school districts practicing inclusion. These individuals identified five areas affected by the move to inclusion: teachers and instructional assistants; transportation; facilities; materials and equipment; and professional development. In addition to discussing each of these areas, the authors attempt to draw conclusions about the cost of each area to school districts. (WRRC)

NASBE Study Group in Special Education. (1992, October). *Winners all: A call for inclusive schools*. Alexandria, VA: National Association of State Boards of Education.

This report highlights the efforts of a number of schools, districts, and states to provide public education more responsive to the needs of all children. Unfortunately, these success stories of inclusion are often the result of commitment of a few skilled individuals who run the specific programs, rather than a broad commitment to reform. Change at all levels is a difficult, slow, often painful process. While this report makes recommendations for creating a system that will support change and outlines the study group's vision for education, it is the group's hope that the report's readers will help make that vision a reality. (Levine)

National Center for Educational Outcomes. (1994, May). Students with disabilities and educational standards: Recommendations for policy and practice. *NCEO Policy Directions*, Number 2, 1-6.

This policy brief gives an overview of the issues associated with establishing educational standards for students and how this might be approached with students who have a disability. First, four types of "standards" (content, opportunity-to-learn, performance, and assessment) are defined. Then three issues associated

with establishing standards for all students are discussed. The merits and limitations of three approaches to standards for students with disabilities are presented: IEP-based standards, standards for group gains, and separate standards. The policy brief concludes with recommendations for policy and practice. (Other policy briefs are available as well from NCEO on the subject of including students with disabilities in large-scale assessments.) (NICHCY)

NEA Professional Standards and Practice. (1993). *Integrating students with special needs: Policies and practices that work*. Washington, DC: National Education Association.

This book is the product of discussions held in 1991 between NEA regular and special educators and representatives of the educational research and policy, practice, teaching, and advocacy group communities. It presents the professional concerns and professional recommendations of experienced, practicing teachers who are involved in integrating students with special needs (particularly those with learning disabilities) into general education classrooms. Three papers in the book address policy issues such as: (a) successful state policies that integrate regular and special education groups; (b) concerns and factors associated with including students with learning disabilities; and (c) how to translate state and association policies into effective school programs. Three other papers present research-based discussions of: (a) using cooperative education as a tool to promote inclusion; (b) improving decision-making skills and increasing achievement levels of students, using computerized curriculum-based measurement and peer tutoring; and (c) effective integration approaches and techniques. The book concludes with a glossary of terms and a list of questions to guide development of state and local strategies to influence effective implementation of IDEA's LRE provisions. (NICHCY)

Parrish, T.B., & Mongomery, D.L. (1995, March). *The politics of special education finance reform in three states*. Palo Alto, CA: Center for Special Education Finance.

The purpose of this paper is "to present a discussion of the politics of special education finance reform in three states that have enacted substantial legislative change within the past 5 years" (p. 1). The states examined are: Oregon, Pennsylvania, and Vermont. Each case study provides the history and rationale for change; an overview of the current formula; a description of how change was accomplished; and the lessons learned. These case studies are intended to provide guidance to other special education directors currently attempting to enact special education finance change in their states. (NICHCY)

Sailor, W., Gee, K., & Karasoff, P. (1992). *School restructuring and full inclusion* (Revision 5, pre-publication copy). San Francisco: California Research Institute. (ERIC Document Reproduction Service No. ED 365 050)

This monograph addresses the issue of full inclusion of children and youth with severe intellectual disabilities and whether this form of social and academic integration is consistent with the direction of present school reform policies. The first section examines the implications of current efforts in educational reform. A case study illustrates differences between integration and inclusion. Key elements of full inclusion are identified: (a) full class membership; (b) full perception of "ownership" by the general education program (including special education); (c) individual outcomes-based decision making; (d) student-based services with team curriculum design; and (e) site team coordination of services and educational support.

Next, issues in education policy (such as recent trends in general education policy and reform) are discussed. The following critical variables in school restructuring are identified: curriculum revision, performance-based assessment, decentralized instruction, school autonomy, site-based management and budgeting, shared decision making, infusion and coordination of educational resources, and community involvement. Finally, the comprehensive local school is described as a framework for inclusion through delivery of a variety of special education services and through systematic team design of the individual's curriculum within the general curriculum. (WRRC)

Salisbury, C., & Chambers, A. (1994). Instructional costs of inclusive schooling. *The Journal of the Association of Persons with Severe Handicaps, 19*(3), 215-222.

This article describes results of a longitudinal study of the cost of inclusion in Johnson City School District in New York. Results of the five-year study include: (a) District costs were significantly less on an annual basis relative to comparable costs for out-of-district services; (b) Although there was a significant increase in the number of students with severe disabilities during the five-year period, district costs were still well below that of out-of-district services; (c) Related service costs doubled during the five-year period, linked with the increase in students with more intensive needs; and (d) The number of and reliance upon paraprofessional staff

for support in the regular classroom significantly increased. The authors theorize that the integrated nature of the district's service delivery system helped them to contain costs, and that the use of existing resources, such as transportation, benefited all students and eliminated the need for additional expenses. (WRRC)

U.S. General Accounting Office. (1994, April). *Special education reform: Districts grapple with inclusion programs: Statement of Linda G. Morra.* Testimony before the Subcommittee on Select Education and Civil Rights, Committee on Education and Labor, U.S. House of Representatives. Washington, DC: Author. (ERIC Document Reproduction Service No. ED 372 552)

Linda G. Morra gave this testimony before the House of Representatives' Subcommittee on Select Education and Civil Rights, and reported the results of interviews with experts in academia, government, and interest groups and visits to districts in California, Kentucky, New York, and Vermont, considered leaders in education reform.

Ms. Morra stated that inclusion programs can work, but they take tremendous effort and considerable resources. She enumerated four key conditions for addressing the needs of students with disabilities in inclusive settings: (a) a collaborative learning environment, (b) natural proportions of students with disabilities in their local education setting; (c) adequate support (including large numbers of aides and training) for classroom teachers, and (d) a philosophical reorientation defining special education as a service, rather than a place. Ms. Morra also reported that parents and teachers have been generally supportive of inclusion. However, inclusion is not for all students, she cautioned, and stated that major questions regarding funding, access, equity, and the role of the Federal government remain unanswered. (NICHCY)

Villa, R.A., Thousand, J.S., Stainback, W., & Stainback, S. (Eds.). (1992). *Restructuring for caring and effective education: An administrative guide to creating heterogeneous schools.* Baltimore, MD: Paul H. Brookes.

This book is intended to further both general and special education reform in this era of school restructuring. When schools make a commitment to inclusive education, school organization must be rethought; in support of that need, this book includes detailed methods for planning, implementing, and evaluating classrooms so that instructional practices accommodate all children. Case studies of six schools that have successfully implemented inclusive education are provided, as are guidelines for merging regular and special education; preparing staff and involving parents; encouraging the self-direction of students; managing classrooms; and structuring opportunities for collaboration. (NICHCY)

Ysseldyke, J.E., and others. (1994, April). *Making decisions about the inclusion of students with disabilities in large-scale assessments: A report on a working conference to develop guidelines on inclusion and accommodations* (Synthesis Report 13). Alexandria, VA: National Association of State Directors of Special Education. (ERIC Document Reproduction Service No. ED 372 562)

This report is a summary of a March 1994 meeting to agree on guidelines for making inclusion and accommodation decisions concerning students with disabilities in national and state large-scale assessments. Much of the discussion at the meeting focused on the National Assessment of Educational Progress. Factors that lead to the exclusion of students with disabilities are pointed out, and the importance of inclusion is noted. Fifteen major points made during the meeting are presented. Based on those points, recommendations are offered for making inclusion decisions, for making accommodation decisions, and for monitoring. Five actions are suggested for moving forward toward inclusion and accommodation. (ERIC: JDD)

General "How To" Resources

Aldinger, L.E., Warger, C.L., & Eavy, P.W. (1994). *Strategies for teacher collaboration.* Ann Arbor, MI: Exceptional Innovations.

This guide is intended for school professionals who are currently performing a consultative role with teachers and is written to assist them in building collaborative relationships with others. Section One, the Problem-Solving Model Applied to Teacher Consultation, presents a step-by-step description of the stages of problem solving. Section Two (the Interpersonal Relationship in Teacher Consultation) and Section Three (What Goes Wrong in Teacher Collaboration?) discuss the affective and emotional aspects of consultation. Numerous activities are included in the guide to give readers the opportunity to practice the knowledge and skills presented. (NICHCY)

Ayres, B. et al. (1992). *Examples of curricular adaptations for students with severe disabilities in the elementary classroom* (Study group series, No. 3). Syracuse, NY: Office of Special Education and Rehabilitative Services. (ERIC Document Reproduction Service No ED 344 418)

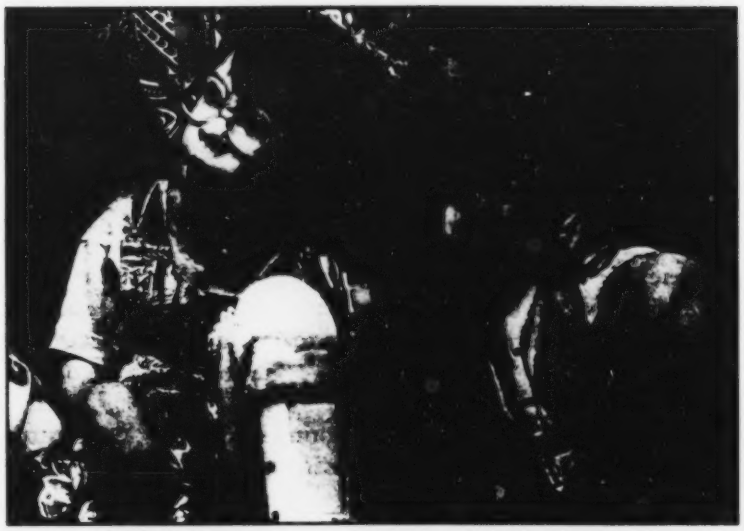

Photo by Gary Samson, courtesy of the University of New Hampshire

This module was developed as part of a Federally-funded study group project to answer the question of how students with severe disabilities can actively participate in lessons with regular elementary classrooms and still meet their individualized goals. The module presents a brief overview of the process of adapting curricula, recommended practices that teams can use to make adaptations, and examples of various curricular adaptations. Recommendations for a curriculum adaptation process are summarized, including team planning, identifying student needs, establishing student supports and services, and collaborating to design curricular adaptations. Strategies for modifying lessons for students with severe disabilities are included. (ERIC: JDD)

Beninghof, A.M. (1993). *Ideas for inclusion: The classroom teacher's guide to integrating students with severe disabilities*. Longmont, CO: Sopris West.

This book presents 50 strategies for including students with severe disabilities in regular classrooms. Introductory sections review the trend towards increased classroom integration and explain a philosophy of successful integration. The 50 strategies are each introduced by a thought-provoking quote or statistic, some general information, and then specific information about how to implement the strategy. Additional resources are often suggested.

Strategies suggest the following: use of "people first" terminology; managing professional literature and strategic planning through an integration task force; "All About Me" books; asking students for ideas; simulations; school chores; a disability quiz; passing out "stuff" (papers, books, tests, etc.) in the classroom; work folders; conversation books; guest readers; curricular infusion; communication log books; working with para-educators; an environment checklist; organizational tools; peer tutoring; hints for peer tutors; scheduling for inclusion; helping children make friends; learning styles; cooperative learning; adapted equipment; a school store; circles of friends; natural proportions; grading; informal inclusion; needs assessment; recess; a quick student information form; the library; parents; academic modification; art/music/physical education classes; student investigators; integrated therapy; finding time to talk; collaborative teaching; disruptive behavior; schedule reminders; choices; lunch pals; simulating learning differences; using computers; academic modifications in reading; the role of support personnel; and brainstorming. (ERIC: DB)

Blenk, K., & Fine, D.L. (1995). *Making school inclusion work: A guide to everyday practices*. Cambridge, MA: Brookline.

This book tells the story of the Kids Are People School that began as a daycare facility and which gradually welcomed students with special needs. The school now provides education and special services in an integrated setting throughout the elementary school years. The book first introduces the children; then factors that facilitate inclusion are discussed. Separate chapters then address: when inclusion does not work, the staff, curriculum and materials, accessibility, evaluation, how to fit in specialists, and what parents, children, and staff have to say about inclusion at the Kids Are People School. Much practical information is provided, drawn from this school's experience. (NICHCY)

Bodensteiner, K. (1992, December). *Collaborative teaming for inclusion-oriented schools: A resource manual*. Topeka, KS: Kansas State Board of Education.

This manual is intended to develop and enhance student program planning teams in inclusion-oriented schools. For inclusion to be successful, a number of elements are necessary, including (a) administrative support, (b) shared ownership of all children, (c) collaborative teams, (d) year-round transition and program

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planning, (e) access to consultation and technical support, (f) staff development, and (g) school-home collaboration. This manual looks at how student planning teams can work together collaboratively, lists the essential elements of effective teams, and discusses each element in some detail. Because "skilled group members are made — not born," the manual discusses trust building, communication skills, decision-making strategies, creative problem-solving, and conflict resolution. Several worksheets and notetaking forms are included in the Appendices to assist collaborative teams in their work. (NICHCY)

Brey, J., & Glomb, N. (1992). Monitoring student progress in general education classrooms. *The Utah Special Educator, 13*(2),1, 9-10.

As strategies for monitoring student progress in inclusive classrooms, the authors suggest both quantitative and qualitative measures to evaluate students in four stages: (a) educational progress, (b) adaptability to the educational environment, (c) social competence, and (d) social participation. They conclude that the nature of inclusive education requires that teachers assess multiple features of a student's program. With this comprehensive approach teachers must not only evaluate a student's progress toward meeting IEP goals and objectives but also determine how he or she is being accepted and supported in the educational environment. The teacher must gather both "hard data" concerning student progress and "soft data" on satisfaction of the placement by the student, family, peers, and other professionals.

Chalmers, L. (1992). *Modifying curriculum for the special needs student in the regular classroom.* Moorhead, MN: Practical Press.

This document describes six areas teachers need to address when making modifications for students with mild or moderate disabilities who are placed in the regular classroom. These areas are attitudes, interactions, expectations, the learning environment, daily assignments and activities, and tests. Practical examples of modifications accompany the text of each chapter. (WRRC)

Choate, J.S. (Ed.). (1993). *Successful mainstreaming: Proven ways to detect and correct special needs.* Boston: Allyn and Bacon.

This book is intended for use by teachers who have children with special learning needs in their classrooms. These children may have disabilities that have been formally identified or they may be those who do not have a disability but who do have a need for special accommodations in the classroom. The book includes information on detecting 101 special needs and more than 1,000 corrective strategies. Also included are a wealth of checklists and samplers to assist the teacher in detecting and addressing special needs and problems.

Part One, Accommodating Special Needs in the Classroom, focuses on the responsibility of schools to address the needs of all learners. Discussed in this part are the legal foundations for educating children with disabilities, LRE, mainstreaming, the special needs of special populations, and basic principles of special instruction.

Part Two focuses on detecting and correcting academic problems, specifically discussing reading comprehension, oral communication, language as a foundation of learning, written expression, handwriting and spelling, arithmetic computation, mathematical problem solving, science, and social studies. In each section, the skills necessary to success are discussed, followed by suggestions for detecting special needs and for correcting or addressing those needs.

Part Three discusses implementing the process of detection and correction. Managing classroom behavior, managing instruction, and collaboration in the schools are discussed as well. (NICHCY)

Conn, M. (1992). How four communities tackle mainstreaming. *School Administrator, 49*(2), 22-44.

To accommodate its students with moderate and severe disabilities, the Saline (Michigan) Schools developed an inclusive community model requiring age-appropriate placement, integrated delivery of educational and related services, social integration, transition planning, community-based training, curricular expectations, systematic data-based instruction, home-school partnerships, staff development, team collaboration, and systematic evaluation of services. (ERIC: MLH)

Copenhaver, J. (n.d.) *Section 504: An educator's primer.* Logan, UT: Mountain Plains Regional Resource Center.

This resource covers eligibility of students for special services under Section 504, a federal statute that prohibits discrimination based upon disability. Section 504's definition of "disability" is given, as is the process under 504 for determining the services that a student with a disability will receive. The text then focuses in upon the types of accommodations that may be provided to students, depending upon their needs. First, a list of 105 general accommodations (e.g., use room dividers,

provide time-out area) is given. This list is followed by examples — possible accommodations for students with specific disabilities such as AIDS, allergies, arthritis, asthma, ADHD, and so on. These lists should be useful to any teacher, administrator, or parent who needs to know a range of possible accommodations for specific students. Comparisons are then presented, in chart form, between Section 504, the IDEA, and the Americans with Disabilities Act regarding such areas as purpose, funding, eligibility, and procedural safeguards. The resource concludes by defining terms and acronyms commonly used in the disability field. (NICHCY)

Dalheim, M. (Ed.). (1994). *Toward inclusive classrooms.* Washington, DC: NEA Professional Library.

In this book, classroom teachers speak directly to other teachers and offer practical guidance as to how to approach teaching in an inclusive classroom. Team teaching is discussed; the teacher authors present their experiences in and suggestions for teaching science, writing, and language arts. The book concludes with a list of resources and a glossary of terms. (NICHCY)

Davern, L., Marusa, J., & Quick, D. (Eds.). (1991). *Building "community" in classrooms and schools.* Syracuse, NY: Inclusive Education Project, Syracuse University.

This booklet, accompanying checklist, and suggested activities are aimed toward building a sense of community in the school environment. Children learn best when they feel safe, valued, and included. A sense of community is achieved when students think of themselves as a family. Ideas are shared to develop classrooms as caring, supportive, and educationally productive communities for each class member. Chapters include "Creating Classrooms Which are Safe Places"; "Creating Cooperative Classrooms"; "Creating Environments Which Affirm Each Student"; and "Teaching Children Active Participation and Responsibility." (WRRC)

Demchak, M., Dorf, J., & Takahashi, T. (1993). *Inclusive education for students with disabilities.* Minden, NV: Douglas County School District.

This manual was developed to help teachers in general education facilitate the inclusion of students with disabilities into the general education classroom. It is very practical, with many sample forms and checklists, scheduling matrices, lists of strategies, and team roles. Although geared to the state of Nevada, the practices and strategies are, for the most part, universal. (WRRC)

Facilitator guides to inclusive education. (1994). Detroit, MI: Inclusive Communities Press.

This series is designed to prepare inclusive education specialists in local and intermediate school districts to provide and coordinate planning, training, and support for the inclusion of students with diverse needs in general education classrooms. The series consists of the following five guides: (a) Systems Change that Supports All Students; (b) Components of Inclusive Education; (c) The Planning Process for Inclusive Education; (d) Instructional Accommodation in Inclusive Education; and (e) Social Inclusion. Each guide includes flowcharts, activities, transparency and handout masters, forms, and a "tool box" of resource information. (WRRC)

Ferguson, D.L., Jeanchild, L.A., Todd, A., Willis, C., Young, M., Meyer, G., & Ralph, G. (1993a). *Achieving balance: Strategies for teaching diverse groups of students.* Eugene, OR: Specialized Training Program, University of Oregon.

This module and accompanying video provide essential rules and helpful hints for organizing and teaching diverse groups of students. Strategies included in the documents are divided into three sections: (a) organizing groups, (b) planning teaching, and (c) actually teaching. Authors include a list of questions for teachers to ask themselves in order to evaluate the effectiveness of their mixed group teaching techniques. (WRRC)

Ferguson, D.L., Ralph, G., Meyer, G., Willis, C., & Young, M. (1993b). *Individually tailored learning: Strategies for designing inclusive curricula.* Eugene, OR: Specialized Training Program, University of Oregon.

This module is a compilation of strategies compiled to help teachers design curriculum and teaching to accommodate diverse student needs. By blending innovative changes in both general and special education, the authors have designed an approach to student assessment, curriculum design, and planning instruction on a daily basis that meets the needs of all students. Specifically, the design proposes: (a) a process that locates decisions about curriculum and teaching with teacher teams, (b) a process that creates new roles for both special and general education teachers, and (c) a process that redesigns the IEP. Authors introduce the concept of an Individually Tailored Education Report (ITER) and an ITER Summary as ongoing working documents that can be used to ensure individualized curricula and effective learning experiences for students with special needs. (WRRC)

Field, S., Leroy, B., & Rivera, S. (1994, Winter). Meeting functional curriculum needs in middle school general education classrooms. *Teaching Exceptional Children, 26*(2), 40-43.

This article describes a middle school model used to provide functional skills instruction in an inclusive setting. The model is designed to foster the educational and social needs of adolescents through (a) an experientially designed academic curriculum, (b) a diverse exploratory arts elective curriculum, and (c) a strong support system provided by teacher-facilitated homerooms. Through the collaborative efforts of general and special education staff members, the program is focused on meeting functional curriculum goals of students with mild and moderate disabilities. The authors discuss in detail the three interrelated activities of the program that make it successful: (a) specific preparation of teachers, (b) extensive and thorough collaborative planning, and (c) strong, ongoing implementation support. (Levine)

Fister, S.L., & Kemp, K.A. (1995). *TGIF: But what will I do on Monday?* Longmont, CO: Sopris West.

This book is designed to help educators find alternatives for effectively responding to some of the instructional challenges they face in the classroom. TGIF refers to the four critical points in the instructional process (Teacher-directed instruction; Guided practice activities, Independent practice activities, and Final measurement). Through a series of questions (e.g., "What can I do about the students who have difficulty taking notes during my instruction?"), the authors present multiple activities that a teacher might use to address the instructional concerns reflected in those questions. While this resource is not designed specifically to facilitate the inclusion of students with disabilities, teachers can nonetheless use many of the activities to respond to the special needs of these students. (NICHCY)

Forest, M., & Pearpoint, J. (1991). Common sense tools: MAPS and Circles for inclusive education. *Journal of the National Center for Outcome Based Education, 1*(3), 27-37.

This article describes MAPS and Circles of Friends as effective strategies used to fully include students with special needs. These tools help foster cooperation and collaboration both within the school and between the school and community. They are especially helpful for students at risk of exclusion or rejection. (WRRC)

Fox, T., & Williams, W. (1991). *Implementing best practices for all students in their local school: Inclusion of all students through family and community involvement, collaboration, and the use of school planning teams and individual student planning teams.* Burlington, VT: University of Vermont, Center for Developmental Disabilities.

This manual includes best practice guidelines for meeting the needs of all students in their local schools. These guidelines cover such areas as school climate and structure, collaborative planning, social responsibility, curriculum planning, delivery of instructional support services, individualized instruction, transition planning, family-school collaboration, and planning for continued best practice improvement. Other chapters address parent, student, and community involvement, the school planning team process, and collaborative teaming. Necessary forms for completing both school and individual student plans are included. (WRRC)

Friend, M., & Cook, L. (1992). *Interactions: Collaboration skills for school professionals.* White Plains, NY: Longman.

This book is written to help school professionals understand and use the skills necessary to participate effectively in interactions with other professionals and parents, as all team members work to provide services to special education students. The fundamental concepts of collaboration are presented, and applications of collaboration in special education are discussed. Prerequisites for effective interactions are given, and there is extensive discussion of problem-solving steps and communication skills. A practical book, Interactions will help professionals collaborate in team meetings, in conferences with parents, in co-teaching situations, and in problem solving with other educators. (NICHCY)

Gearheart, B.R., Weishahn, M.W., & Gearheart, C.J. (1992). *The exceptional student in the regular classroom* (5th ed.). Columbus, OH: Merrill.

The authors believe that three general types of knowledge are necessary for teachers to be effective in teaching exceptional students: (a) an understanding of the history of education for individuals with disabilities and the legislation that supports service delivery; (b) specific information about disabilities and how the characteristics of each disability impact upon a student's instructional needs; and (c) knowledge of and skills in the instructional strategies that are effective with special needs students. Chapters 1-4 present information relevant to teaching students with all types of disability;

remaining chapters offer guidance for teaching students with eight specific disabilities: hearing impairment, speech/language disorders, visual impairment, orthopedic or health impairments, mental retardation, learning disabilities, and behavioral disorders. (NICHCY)

Giangreco, M.F., Cloninger, C.J., & Iverson, V.S. (1993). *Choosing options and accommodations for children (COACH): A guide to planning inclusive education.* Baltimore, MD: Paul H. Brookes.

This guide helps practitioners with assessment and planning for inclusion. COACH (Choosing Options and Accommodations for Children) is a tool used to determine learning outcomes and supports for students with disabilities, based on a family-centered and team perspective. COACH is divided into three, interdependent parts: (a) "Family Prioritization Interview," used to identify family-centered priorities for the student; (b) "Defining the Educational Program Components," used to develop annual goals and short-term objectives based on family-centered priorities and to determine general supports needed by the student, and (c) "Addressing Educational Program Components in Integrated Settings," used to explore options for addressing the student's educational program components in general education settings through the use of a scheduling matrix and set of team planning guidelines. The book includes resources, comprehensive instructions, and forms. (WRRC)

Photo by Gary Samson, courtesy of the University of New Hampshire

Inclusive Education Project, Syracuse University. (1993). *Creating a learning community at Fowler High School.* Syracuse, NY: Author.

Drawing heavily from student ideas and responses to questions about best practices, this booklet offers suggestions for modifying instruction, assignments, and evaluation to accommodate differences; suggestions for helping students build social relationships with other students; ideas for sharing information about students; and strategies that can be used to build a sense of community in the classroom. (WRRC)

Jackson, M.Y. (1992). *Resourcing: Handbook for special education resource teachers.* Reston, VA: Council for Exceptional Children.

The role of special education resource teachers is changing. While they still work with students with disabilities throughout the day, they are increasingly having to interact with and provide special education support to general educators. This book is intended to assist resource teachers in this latter role. Chapter 1 guides teachers in examining their own perceptions, values, strengths, and weaknesses regarding their resourcing role. Chapter 2 examines how to be a resource to others, including public relations, communications and collaboration, being a team member, being a disseminator of ideas and materials, and managing time. Chapter 3 provides an extensive list of resources, including helpful organizations with toll-free numbers, organizations which provide resources and assistance to parents, instructional resources, professional journals, publishing companies, and other national groups that can support resource teachers. (NICHCY)

Joint Committee on Teacher Planning for Students with Disabilities. (1995, March). *Planning for academic diversity in America's classrooms: Windows on reality, research, change, and practice.* Lawrence, KS: University of Kansas Center for Research on Learning.

This material is drawn from the findings of four major research projects that were funded by the U.S. Department of Education to: (a) gather information about the dynamics surrounding the inclusion of students with mild disabilities within general education, and (b) develop and field-test innovative practices that would improve the ways that teacher plan, individualize, and adapt curricula and instruction for these students and their nondisabled peers. The book describes the fundamentals of each innovative practice by answering a series of questions: What is it? What results can be expected? How is it used (done)? What's important to know about it? What research backs it up? What additional information is available? Who can provide further information? Each practice is described in 1-3 pages;

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practices pertain to: unit planning, lesson planning, course planning, teacher as composer, planning with thematic units and thinking frames, analogue experience, planning around focal students, curriculum-based measurement and peer-mediated instruction for math and for reading, content enhancement routines, and learning strategy instruction. Planning realities — such as how teachers plan and the ways in which school culture affects teacher planning — are also discussed. (NICHCY)

Lewis, R.B. (1993). *Special education technology: Classroom applications.* Pacific Grove, CA: Brooks/Cole.

This book is intended to help pre- and in-service teachers understand how they can use technology to benefit individuals with disabilities in the classroom. Part I provides an overview of classroom applications of technology, an explanation of hardware and software, and strategies for adapting computers and selecting software for individuals with special needs. Part II focuses on the classroom, including: (a) how to integrate technology into the curriculum and set up a classroom technology program; (b) the technologies available for use with specific groups of students; and (c) technology for teaching reading; spelling, handwriting, and language arts; math; science, social studies, and problem solving; and art and music. Part III focuses on using technology to provide access; this section includes discussions of augmentative communication, technology for overcoming physical barriers, and technology for overcoming sensory barriers. (NICHCY)

Lowell York, J., Kronberg, R., & Doyle, M.B., (in press). *Creating inclusive school communities: A staff development series for general and special educators.* Baltimore, MD: Paul H. Brookes.

This resource is drawn from the work and experiences of the Institute on Community Integration, University of Minnesota. It consists of five modules that were developed to facilitate a process for adults who work together in schools to learn and plan together for educational change. Each module contains (a) a facilitator's guide that contains step-by-step instructions for conducting training, transparencies, and other materials for group leaders, and (b) a participant's guide for use by staff who take part in the series of training sessions. Module 1 provides the foundation for understanding inclusion and the importance of collaboration between general and special educators. Module 2 focuses upon effective strategies for creating a sense of community in the classroom. Module 3, divided into two parts, addresses (a) how to craft a transition plan for students so that transitions to new inclusive environments are made with continuity and support, and (b) identifying curricular priorities and learning opportunities for all students. Module 4 addresses the changing roles of general educators, special educators, and related services personnel and is intended to sharpen trainees' skills in effective team functioning. Module 5 helps trainees identify appropriate instructional supports for student success. Modules may be purchased as a set or individually; Modules 3 and 4 include a videotape.

Male, M. (1994). *Technology for inclusion: Meeting the special needs of all students.* Boston: Allyn and Bacon.

The ideas, information, and activities in this book are the "result of hundreds of hours of visiting classrooms and observing students, trying out lessons with students who have various disabilities, and talking to teachers...about what works, what does not work, and why." Topics include classroom implementation of technology; social development in the computer environment; writing, word processing, and desktop publishing; database management; spread sheets; telecommunications; and multimedia. The book also presents guidelines for integrating technology into the IEP and for building partnerships between parents and the school team. (NICHCY)

Mann, P.H., Suiter, P.A., & McClung, R.M. (1992). *A guide to educating mainstreamed students.* Boston: Allyn and Bacon.

The changing roles of teachers require that teachers know more than simply their content area in order to be effective. Teachers must also consult with professionals, parents, and students, manage the classroom, and acquire skills in a wide variety of new teaching and assessment procedures. Designed for administrators, general and special educators, and professionals from other disciplines, this book is intended to give "current information that will make mainstreaming work."

Disorders of learning and behavior are discussed, as are theoretical foundations in cognition and the neurobiology of learning. Guidelines for behavior management are presented. Two chapters address assessment issues and procedures. Detailed guidelines are offered for managing instruction. The final four chapters address the specific instructional areas of language arts, handwriting (as impacted by gross and fine motor skills), math/arithmetic, and science, social studies, study skills, and vocational assessment. These chapters are filled with quite detailed explanations and lesson plans for activities that address the special needs of learners. (NICHCY)

Meyer, L.H., Eichinger, J., & Downing, J. (1992). *Program quality indicators (PQI): A checklist of the most promising practices in educational programs for students with disabilities.* Syracuse, NY: Syracuse University. (Available from TASH.)

This is a checklist of best practices in the education of students with severe disabilities with an inclusive orientation. It is designed to be used by school district personnel, families, and consumer groups to rate the quality and effectiveness of their programs and identify areas where change is needed. The checklist is divided into six areas: (a) program philosophy; (b) program design and student opportunities for learning; (c) systematic instruction and performance evaluation; (d) IEP development and parent participation; (e) staff development and teacher collaboration; and (f) facilities and resources. A numerical rating of zero to three is assigned to each of the 119 items included; a summary score sheet completes the checklist and allows for an overall evaluation of program strengths and development needs. (WRRC)

National Resource Center for Paraprofessionals. (1993). *Training program to prepare paraeducators to work in inclusive general and special education programs serving school age students.* New York: Author.

This competency-based core curriculum is designed to prepare paraeducators to work with students with disabilities in inclusive programs. The curriculum includes seven modules: (a) strengthening the instructional team, (b) legal and human rights of children and youth with disabilities and their parents, (c) human growth and development, (d) components of the instructional process, (e) appreciating diversity, (f) working with families, and (g) emergency/health/safety procedures. Content of the program stresses specific skills paraprofessionals need to work with students of assorted ages who have varying levels of disabilities and different educational needs. (WRRC)

Neary, T., Halvorsen, A., Kronberg, R., & Kelly, D. (1992, December). *Curriculum adaptation for inclusive classrooms.* Sacramento, CA: Peers Project. (ERIC Document Reproduction Service No. ED 358 637)

This manual on curriculum adaptation for inclusive classrooms was developed as part of the PEERS (Providing Education for Everyone in Regular Schools) Project, a systems change project in California to facilitate inclusion of students with severe disabilities in regular classrooms. The manual is divided into four sections which address (a) service delivery models, (b) building level support and strategies, (c) classroom-based strategies, and (d) student-specific strategies. (WRRC)

NICHCY. (1994). *Programs for disability awareness.* Washington, DC: Author.

This resource lists eight different programs that schools can use to develop the disability awareness of students. Each program is described, including where to obtain the package and how much it costs. (NICHCY)

Northeast Regional Resource Center. (1992). *Recommended practices in home/school collaboration.* Burlington, VT: Author.

This compendium of practices and materials, representing the strategies and activities implemented by schools and states in the Northeast region, is intended to support the efforts of others to establish and maintain effective home/school collaboration. Practices and activities are organized into five categories: communication, support, learning, teaching, and governance. For each, the following information is given: name of practice, source, objectives, strategies, and "submitted by." This document is also available on computer disk and through electronic mail. (NICHCY)

Pearpoint, J., Forest, M., & Snow, J. (1992). *The inclusion papers: Strategies to make inclusion work. A collection of articles.* Toronto, Ontario: Centre for Integrated Education and Community. (ERIC Document Reproduction Service No. ED 359 677)

This nicely produced collection of over 30 papers presents the view that all persons should be equally valued, provided equal opportunities, viewed as unique individuals, and exposed to and learn from and about people with diverse characteristics. The papers offer insights into the process of moving forward to achieve equity and excellence for all Canadian people, in educational and other settings. The articles call for advocacy, attitude change, and expanded availability of appropriate supports and services within schools and communities to allow everyone to participate and contribute in a meaningful way. Titles of sample papers include: "Two Roads: Inclusion or Exclusion"; "The Whatabout Kids"; "Annie's Gift"; "Common Sense Tools", "Maps and Circles"; "Maps: Action Planning"; "Dreaming, Speaking and Creating"; "Kick 'em Out or Keep 'em In"; Vive la Difference"; and "Natural Support Systems." (ERIC: JDD)

Pierangelo, R. (1994). *A survival kit for the special education teacher.* West Nyack, NY: Center for Applied Research in Education.

This book is intended primarily for special educators but will also be useful to general educators, administrators, college students, and parents of children with disabilities. It answers many everyday questions about the various aspects of educating students with disabilities: the roles/responsibilities of educators, prereferral, screening and referral, how to effectively determine a student's strengths and weaknesses, basic education law, IEPs, testing modifications, the least restrictive environment, annual and triennial review, classroom management techniques, and specific disabilities such as ADHD, dyslexia, learning disabilities, and psychological disorders. Practical parenting tips are offered to help teachers assist parents in living and working with their children. (NICHCY)

Project RIDE. (1993). Longmont, CO: Sopris West.

Project RIDE (Responding to Individual Differences in Education) is intended to provide K-12 teachers with the skills, resources, and support necessary to accommodate at-risk students within the regular classroom. Developed in Great Falls, Montana public schools, the program utilizes three components: (a) effective classroom practices drawn from the "effective schools" research; (b) a Computer Tactics Bank, containing over 500 proven practices addressing over 40 at-risk behaviors (e.g., aggression, off-task, noncompliance, out of seats), and a Video Library, which presents 47 color video demonstrations of how to carry out proven classroom tactics; and (c) a School-Wide Assistance Team (SWAT) process, which encourages a building-level team of teachers to address problems encountered by their colleagues. Project RIDE has been approved by the U.S. Department of Education Program Effectiveness Panel (PEP) and the National Diffusion Network as a validated project for at-risk students. (NICHCY)

Pugach, M.C., & Johnson, L.J. (1995). *Collaborative practitioners, collaborative schools.* Denver, CO: Love.

This book addresses collaboration as it occurs in many contexts in schools, not merely collaboration between general and special education. Part One presents a description of the shift to a collaborative paradigm in schools and suggests a framework that encompasses four basic collaborative functions: facilitative, supportive, informative, and prescriptive. Part Two includes the basic communication skills that form the foundation of any collaborative interaction. Part Three describes how collaboration plays out in practice in four contexts: specific classroom and school-wide problem solving, team teaching, school-university collaboration, and school-family collaboration. (NICHCY)

Putnam, J.W. (1993). *Cooperative learning and strategies for inclusion: Celebrating diversity in the classroom.* Baltimore: Paul H. Brookes.

This book provides guidelines for using a cooperative learning approach to meet the needs of diverse learners in an inclusive setting, including students with disabilities. The author includes information about the process of cooperative learning as well as practical suggestions, case studies, illustrative examples, and lesson plans for implementing the process. Chapters address such issues as curricular adaptations, educator roles, early childhood development through cooperative activities, and cultural diversity. (WRRC)

Rainforth, B., York, J., & Macdonald, C. (1992). *Collaborative teams for students with severe disabilities: Integrating therapy and educational services.* Baltimore, MD: Paul H. Brookes.

As students with disabilities are increasingly being educated in general education classrooms, educational team members must adopt more integrated approaches to service provision. This team includes teachers, therapists, the student's family, and friends. This book is intended to help these individuals function as a team, collaboratively addressing problems and implementing solutions. Section I presents the foundations (philosophical, legal, and programmatic) for a collaborative teamwork model. Section II, which has four chapters, describes how occupational, physical, and speech/language services can become integral aspects of curriculum, assessment, IEPs, and instruction. Section III addresses supports for implementation, including strategies staff can use to organize time and collaboration effectively. (NICHCY)

Rebhorn, T., & Takemoto, C. (1994). *Unlocking the door: A parent's guide to inclusion.* Fairfax, VA: Parent Educational Advocacy Training Center.

Intended primarily for parents, this manual begins by looking at what inclusion is (and is not) and why inclusion is important (its benefits and challenges to students, to teachers, to parents, and to the community). Tips are given on how to start planning for inclusion using MAPS (Making Action Plans). The IEP process is described, and various checklists are provided to help parents become fully involved in developing their

child's IEP. Steps for creatively resolving problems are then discussed; real life stories of inclusion conclude the main body of this resource. Appendices include: definitions; the legal basis for inclusion, which includes selected regulations of the IDEA and a summary of recent court cases; roles and responsibilities in the classroom; the MAPS questionnaire and other helpful planning and problem-solving forms; a sample letter requesting an inclusive IEP meeting; and helpful organizations and publications. (NICHCY)

Roach, V., Ascroft, J., & Stamp, A. (1995, May). *Winning ways: Creating inclusive schools, classrooms and communities.* Alexandria, VA: National Association of State Boards of Education.

This report continues the discussion of inclusion begun in the National Association's *Winners All* by offering guidance with respect to the day-to-day questions that administrators, teachers, parents, and others have about inclusion. The book begins with an overview of inclusion — its historical context, its definition, research, and its current status. Subsequent chapters present the issues associated with: district-wide planning, policies, and administration for inclusion (the roles of local school districts and boards of education); the role of teachers in creating inclusive classrooms; and the family's role in creating inclusive schools. The perspectives and experiences of key stakeholders are central to the text of this document. (NICHCY)

Sage, D.D., & Burrello, L.C. (1994). *Leadership in educational reform: An administra-tor's guide to changes in special education.* Baltimore, MD: Paul H. Brookes.

Moving from theory to practice, this book examines strategies administrators can use to build, direct, and fund successful integration of all students. Specifically discussed are site-based management, outcome-based curriculum frameworks, staff development emphasizing collaboration between general and special educators, interagency collaboration, and evaluation. (NICHCY)

Videos about Inclusion

The resource section of this ***News Digest*** lists and annotates only print materials on inclusion. If you are interested in identifying videotapes on the subject, you can contact the following two sources of information:

(1) The National Clearinghouse of Rehabilitation Training Materials disseminates the annotated bibliography called *Inclusion* produced by the Western Regional Resource Center; the Clearinghouse can also search the WRRC database of resources for information about videos. Call or write: National Clearinghouse of Rehabilitation Training Materials, Oklahoma State University, 816 W. 6th Street, Stillwater, OK 74078, Telephone: 1-800-223-5219; (405) 624-7650.

(2) The ERIC Clearinghouse on Disabilities and Gifted Education has recently developed a database of video resources on disabilities, which includes videos on inclusion. Call or write: ERIC Clearinghouse, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091. Telephone: 1-800-328-0272; (703) 264-9474.

Salend, S.J. (1994). *Effective mainstreaming: Creating inclusive classrooms* (2nd ed.). New York: Macmillan.

This resource is written for teachers, students, and parents. While research-based, the book is practical; its chapters help readers understand mainstreaming as a means of addressing the needs of the spectrum of learners. The concrete steps involved in determining the educational needs of individual students are discussed, including the role of the multidisciplinary team, the definitions and characteristics of the various disability types, and cultural/linguistic factors that affect student performance. Guidelines are offered for establishing ongoing communication between professionals and parents and for promoting teaming and collaboration. Strategies for helping students accept individual differences are presented, as are guidelines for preparing students for main-streaming. Instructional guidelines are given across multiple chapters to help teachers modify instruction for large and small groups in reading, writing, spelling, handwriting, math, science, and social studies. Classroom management is discussed as well. The book concludes with guidelines for evaluating student progress. (NICHCY)

Schrag, J.A. (1994). *Organizational, instructional, and curricular strategies to support the implementation of unified, coordinated, and inclusive schools.* Reston, VA: Council for Exceptional Children.

This document provides an overview of a wide variety of issues and strategies involved in creating more inclusive schools. Research in each topical area is reviewed. Topics include: educational support teams; consultation; curriculum-based assessment; the Adaptive Learning Environment Model (ALEM); Project Ride; peer and cross-age tutoring; cooperative learning; ability grouping; reducing class size; reciprocal teaching; social skills training; study skills training; instructional reinforcement; learning styles; mastery learning; and effective teaching practices. (NICHCY)

Schulz, J.B., & Carpenter, C.D. (1994). *Mainstreaming exceptional students: A guide for classroom teachers* (4th ed.). Boston: Allyn and Bacon.

The fourth edition of this book was not available for review, but the third edition was. Part One of the third edition is entitled "Exceptional Children" and develops the legal and educational rationale for mainstreaming. It provides indepth information about students with: orthopedic and health impairments, sensory impairments and communication disorders, learning/behavioral disorders, and exceptional gifts and talents. Part Two, "Educational Strategies," addresses developing and implementing the IEP and provides general strategies for adapting instruction in the classroom. Specific guidance is then given for (a) teaching language arts, mathematics, social studies and science, physical education, music, and art; (b) managing classroom behavior; and (c) enhancing social integration. (NICHCY)

Shea, T.M., & Bauer, A.M. (1991). *Parents and teachers of children with exceptionalities: A handbook for collaboration* (2nd ed.). Boston: Allyn and Bacon.

This book is written as a textbook for special education teachers in training as well as a desk reference for those already in the classroom and other professionals (including general educators) serving children with special needs and their families. Section One discusses the experiences of parents and children with disabilities, emphasizes the need for collaboration with parents, and outlines a detailed model of parent collaboration to help teachers think about and plan a program of collaboration. Several forms are included to guide collaborative development of the IEP; guidelines for interpersonal communication are also presented. Section Two supports the model by presenting a broad range of collaborative activities. Approaches to written and telephone communication are discussed, as are parent-teacher conferences, progress reporting, group activities, and working with culturally diverse families. The parents' potential contributions are discussed in detail, and resources are listed that can help parents and teachers perform their respective roles effectively. (NICHCY)

Simon, M., Karasoff, P., & Smith, A. (1992, December). *Effective practices for inclusive programs: A technical assistance planning guide*. Sacramento, CA: PEERS Project. (ERIC Document Reproduction Service No. ED 358 635)

This technical assistance planning guide was developed as part of PEERS (Providing Education for Everyone in Regular Schools) Project, a California project to facilitate the integration of students with severe disabilities into services at regular school sites and to facilitate the integration of students in special education classes into general education classes. The guide emphasizes local ownership, building the capacity of states, school districts, and school sites to provide quality educational programs to students with disabilities in inclusive environments, and providing a framework of technical assistance activities. After an introduction and suggestions for using the guide, the guide lists (with references) practices and strategies shown to be effective at each level. The next three sections address state level planning, district level planning, and building level planning respectively. Provided for each level is an "Effective Practice Checklist," specification of effective practices and supportive strategies, and a "Resource Planning Guide." Checklist and planning forms are appended. (ERIC: DB)

South Dakota Statewide Systems Change Project and the South Dakota Deaf-Blind Project. (1993). *A closer look at inclusion*. Pierre: Authors.

This primer was designed as a guide and resource to assist educators in meeting the needs of students with disabilities and deaf-blindness. The information and resources included are based on the premise that all persons involved in education must play a role in assuring quality educational opportunities for all students. This document includes: guiding principles; a district survey to identify strengths and areas where more training is required; tips for building and maintaining effective teams; information on creative problem solving and curriculum modifications; tips for working with paraeducators; and ideas to facilitate peer interactions and friendships. (WRRC)

Stainback, S., & Stainback, W. (Eds.). (1992). *Curriculum considerations for inclusive classrooms: Facilitating learning for all students*. Baltimore, MD: Paul H. Brookes.

The focus of this book is on "how the curriculum can be designed, adapted, and delivered in general education classrooms that are attempting to promote inclusive" settings for all students, including those with disabilities. The book is divided into three sections. Section I describes inclusive classrooms and outlines practical ways for developing inclusive classrooms and schools. Section II addresses curriculum adaptation and delivery so that the needs of diverse learners are met. This section also discusses the roles of support personnel and how collaboration plays an integral role in creating inclusive settings. Section III examines related

considerations, including the need to involve parents in decision making about curricula. (NICHCY)

Tashie, C., Shapiro-Barnard, S., Dillon, A.D., Schuh, M., Jorgensen, D., & Nisbet, J. (1993). *Changes in latitudes, changes in attitudes: The role of the inclusion facilitator.* Concord, NH: Institute on Disability, University of New Hampshire.

This book is intended to introduce the newly defined role of "inclusion facilitator" and to provide guidance to educators serving as inclusion facilitators. New Hampshire has created an Inclusion Facilitators Support Network, which acts as a forum for inclusion facilitators to meet, share ideas and strategies, and discuss the latest innovations in inclusive education. Vignettes of school experiences are interspersed with practical strategies inclusion facilitators can use to advocate for inclusion, facilitate family involvement, facilitate peer supports and friendships, modify curriculum, encourage collaboration, and coordinate support services. Appendices include an inclusion checklist and a vision of an IEP meeting that stresses meaningful goals within the context of a general education. (WRRC)

Tourgee, B., & DeClue, L. (1992). Principal leadership. *Principal Letters: Practices for Inclusive Schools, 9,* 1-20. (ERIC Document Reproduction Service No. ED 367 118)

This publication for school principals discusses the role of principals in providing inclusive education for all students, including those with disabilities. It offers practical information on: goals in meeting the needs of special education students; effective principal behaviors in leading special education; methods of encouraging acceptance of special education students by their peers; methods of incorporating special education into the school-centered decision making model; ways to improve attendance of special education students; how principals can facilitate cooperation between regular and special education; determining what classroom techniques are effective with mainstreamed students; what behavior management strategies to use with students who have emotional disabilities; ways to help parents accept their child's special education placement; involving parents in their child's schooling; support services available for parents; improving the effectiveness of general education teachers with special education students; determination of the least restrictive environment; legal implications of mainstreaming for general education staff; the use of finite resources to satisfy an infinite number of special education needs; differences between integration, mainstreaming, and inclusion; a rationale for identifying students for special education and then including them in general education classrooms; and the need for staff development. (ERIC: JDD)

Udvari-Solner, A. (1992). *Curricular adaptations: Accommodating the instructional needs of diverse learners in the context of general education.* Topeka, KS: Kansas State Board of Education. (ERIC Document Reproduction Service No. ED 354 685)

This manual offers definitions, techniques, and strategies to generate curricular adaptations to meet the needs of students with a range of intellectual abilities and thereby increase the practice of inclusive schooling in which all children learn together and the multiplicity of learning styles is valued. An indepth definition of "adaptations" is offered, followed by a summary of traditional adaptations. Then seven strategies for modifying the general education curriculum are presented. These are: (a) change the instructional grouping or arrangement; (b) change the teaching format; (c) change the environmental conditions; (d) change the curricular goals or learning outcomes; (e) change the instructional materials; (f) change the level or type of personal assistance; and (g) create an alternative activity. Next, a six-step process for designing curricular adaptations is explained and illustrated with a case study. An appendix outlines types of information for schools to gather about general education environments and activities and includes sample forms and checklists. (ERIC: DB)

Vandercook, T., Tetlie, R.R., Montie, J., Downing, J., Levin, J., Glanville, M., Solberg, B., Branham, S., Ellson, L., & McNear, D. (1993, September). *Lessons for inclusion.* Minneapolis, MN: Institute on Community Integration.

The stated goal of this document is "to assist educators to develop a classroom community in which all children feel good about themselves and work together to support the active learning and valued membership of all class members." Presented in a traditional lesson plan format, the lessons are intended to promote positive self-concept and effective interpersonal skills and are organized into four areas: (a) Including Everyone (We All Need to Belong); (b) Liking Myself: Self-esteem is Important; (c) Making and Keeping Friends: Everybody Needs a Friend; and (d) Cooperating with Others: Together We Can Do It. Suggestions for adaptations are made for each lesson to enhance the active participation and learning of students of different ability levels. (NICHCY)

Vaughn, S., & Rothlein, L. (1994). *Read it again! Books to prepare children for inclusion: Grades K-3.* Glenview, IL: GoodYear Books.

This book's purpose is to help children become more sensitive to the students with disabilities in their classes by increasing their awareness and acceptance. Fourteen children's books whose main characters have some type of disability are the vehicles for raising student awareness about disability. The book includes introductory material on disabilities, summaries of the 14 books, ideas for introducing the books, lists of key vocabulary, questions to promote higher-level thinking skills, reproducible activity sheets, and ideas for integrating literature across the curriculum. (NICHCY)

Warger, C.L., Aldinger, L.E., & Eavy, P.W. (1993). *Instructional solutions.* Ann Arbor, MI: Exceptional Innovations.

This decision-making support software package is designed to support a collaboration form of staff development with classroom teachers. The package consists of (a) a computerized reference tool containing a database of instructional solutions to particular problems, and (b) a guide to support the use of the software and how to use it to enhance collaboration. The package generates expert advice for a variety of problemmatic instructional situations, such as general instruction, discipline (classroom management), reading, writing, and cooperative learning. That advice can then become the basis for collegial problem solving among classroom teachers and others. (NICHCY)

Wisniewski, L., & Alper, S. (1994, January). Including students with severe disabilities in general education settings. *Remedial and Special Education, 15*(1), 4-13.

This paper presents five systematic phases for bringing about successful general education inclusion of students with severe disabilities. Phases include the development of networks within the community, assessment of school and community resources, a review of strategies for integration, installation of strategies that lead to integration, and development of a system of feedback and renewal. (ERIC: Author/JDD)

Wood, J.W. (1992). *Adapting instruction for mainstreamed and at-risk students* (2nd ed.). Columbus, OH: Merrill.

This book focuses in detail on the special instructional needs of students with disabilities in general education settings. Part One presents an overview of the legislation supporting services for students with disabilities, provides guidelines for assessing students and developing their IEPs, and discusses the importance of sharing responsibility for all students. Part Two addresses the specifics of adapting the environment in social-emotional, behavioral, and physical terms. Part Three details how to adapt planning and teaching, including how to adapt content. Part Four addresses adapting evaluation and grading procedures. (NICHCY)

Wood, J.W. (1993). *Mainstreaming: A practical approach for teachers* (2nd ed.). New York: Macmillan.

This book is intended to support and assist all educators in providing appropriate services for students with disabilities in the mainstream. Chapter 1 presents an overview of mainstreaming, including its benefits; Chapter 2 describes the roles, functions, and responsibilities of the multidisciplinary team. Chapter 3 identifies the characteristics associated with a variety of disabilities and their implications for teachers. Disabilities addressed are: mild disabilities; communication disorders; visual impairments; physical disabilities; health impairment; traumatic brain injury; autism; and ADD. Chapter 4 addresses culturally diverse students who are mainstreamed. Chapter 5 discusses ecological elements in the mainstream and provides suggestions for making the environment appropriate for all students. The remaining chapters (6-10) address the instructional process and provide recommended teaching strategies for individualizing language arts, arithmetic, science and social studies, and vocational/career education. The book concludes with a list of organizations and associations that can provide additional information and assistance. (NICHCY)

Working Forum on Inclusive Schools. (1994). *Creating schools for all our students: What 12 schools have to say.* Reston, VA: Council for Exceptional Children.

This publication results from a national Inclusive Schools Working Forum, held in March 1994, where 12 schools shared their inclusion planning and implementation stories. These 12 schools were identified by 10 national associations as having struggled with and solved various complex issues related to inclusion. The book begins by listing features that characterize inclusive schools and by relating two stories of how inclusive schools begin. Subsequent chapters present general discussions and "lessons learned" from the 12 schools in the following areas: building a sense of community; collaborating and establishing partnerships; improving learning through innovative instruction; leadership; and how we can all work together to create more inclusive schools. One-page descriptions of the 12 schools are

then given. The book concludes with the policies and position statements on inclusive schools of five organizations: the Council for Exceptional Children; National Association of State Boards of Education; National Association of Elementary School Principals; National Education Association; and the National School Boards Association. (NICHCY)

Newsletters

Equity and Excellence. University of New Hampshire, Institute on Disability/UAP, 7 Leavitt Lane, Suite 101, Durham, NH 03824-3512. Telephone: (603) 862-4320.

Inclusion News. Inclusion Press, Center for Integrated Education and Community, 24 Thome Crescent, Toronto, Ont. M6H2S5. Telephone: (416) 658-5363.

Inclusion Times. National Professional Resources, Inc., 25 South Regent Street, Port Chester, NY 10573. Telephone: 1-800-453-7461.

Inclusive Education Programs: Advice on Educating Students with Disabilities in Regular Settings. LRP Publications, 747 Dresher Road, Suite 500, P.O. Box 980, Horsham, PA 19044-0980. Telephone: 1-800-341-7874 (ext. 275); (215) 784-0860.

Organizations

Inclusion has become a topic of interest to diverse organizations. While no one centralized "inclusion" clearinghouse or information center exists to answer questions, provide referrals, or disseminate materials on the subject, there are many organizations and groups that are potential sources of information and guidance. These include:

- any of the *organizations listed under "Publishers"* in this document;
- *teacher groups* such as the National Education Association and the American Federation of Teachers, which offer information to their membership;
- *professional associations for related services providers*, such as the American Occupational Therapy Association;
- *disability-specific organizations* such as the Learning Disabilities Association of America and The Arc;
- *parent groups* and organizations that respond to parents' questions, such as the TAPP Focus Center on Inclusion (719-531-9400) at the PEAK Parent Center; and
- *associations for administrators* such as principals and state directors of special education.

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Anne Smith, Education Research Analyst, Office of Special Education Programs, U.S. Department of Education, Washington, DC.

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And last, but not least of all, the staff at NICHCY would like to send a special thank you and farewell to Dr. Sara Conlon, who has served for many years as NICHCY's Project Officer at the Office of Special Education Programs, U.S. Department of Education. Thank you, Dr. Conlon, for your longstanding commitment to the Clearinghouse and to the well-being of individuals with disabilities. It has been an abiding pleasure to work with you. We will miss you.

List of Publishers

Allyn and Bacon, Ordering Processing Center, P.O. Box 11071, Des Moines, IA 50336-1071. Telephone: 1-800-947-7700.

Brookline Books, P.O. Box 1047, Cambridge, MA 02238. Telephone: 1-800-666-2665.

Brooks/Cole, Wadsworth, Inc. Distribution Center, Customer Service, 7625 Empire Drive, Florence, KY 41042. Telephone: 1-800-842-3636.

California Research Institute, San Francisco State University, 1415 Tapia Drive, San Francisco, CA 94132. Telephone: (415) 338-7847.

Center for Applied Research in Education: Contact Prentice Hall Order Department, 200 Old Tappan Road, Old Tappan, NJ 07675. Telephone: 1-800-223-1360 (orders); 1-800-922-0579 (customer service).

Center for Policy Options in Special Education, see Council on Exceptional Children, below.

Center for Special Education Finance, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302. Telephone: (415) 493-3550.

Clearinghouse on Disability Information, Office of Special Education and Rehabilitative Services (OSERS), Room 3132, Switzer Building, 330 C Street S.W., Washington, DC 20202-2524. Telephone: (202) 205-8241 (V/TT).

Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091. Telephone: 1-800-CEC-READ.

Douglas County School District, P.O. Box 1888, Minden, NV 89423. Telephone: (702) 782-4355.

Exceptional Innovations, see Council for Exceptional Children, above.

GoodYear Books, Scotts Foresman, 1900 East Lake Avenue, Glenview, IL 60025. Telephone: (708) 729-3000.

Inclusion Press, Centre for Integrated Education, 24 Thome Crescent, Toronto, Ontario, Canada M6H2S5. Telephone: (416) 658-5363.

Inclusive Communities Press, Developmental Disabilities Institute, Wayne State University, 6001 Cass Avenue, Suite 326, Detroit, MI 48202. Telephone: (313) 577-2654.

Inclusive Education Project, Syracuse University Special Project, 150 Huntington Hall, Syracuse, NY 13244-2340. Telephone: (315) 443-1881.

Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455. Telephone: (612) 624-4512.

Institute on Disability, University of New Hampshire, 7 Leavitt Lane, Suite 101, Durham, NH 03824-3512. Telephone: (603) 862-4320.

Kansas State Board of Education, contact Southeast Kansas Service Center, Attention: Peggy Gentry, P.O. Box 189, Girard, KS 66743. Telephone: (316) 724-6281.

Learning Disabilities Association, 4156 Library Road, Pittsburgh, PA 15234. Telephone: (412) 341-1515.

LEARNS, Center for Community Inclusion, UAP, 5717 Corbett Hall, Room 114, University of Maine, Orono, ME 04469-5717. Telephone: (207) 581-1084.

Longman, c/o Addison Wesley, 1 Jacob Way, Reading, MA 01867. Telephone: 1-800-447-2226.

Love Publishing, 1777 South Bellaire Street, Denver, CO 80222. Telephone: (303) 757-2579.

LRP Publications, 747 Dresher Road, P.O. Box 980, Horsham, PA 19044-0980. Telephone: 1-800-341-7874.

Macmillan, Contact Simon and Schuster, P.O. Box 11071, Des Moines, IA 50336. Telephone: 1-800-947-7700.

Merrill, see MacMillan above.

Mountain Plains Regional Resource Center, Attention: Shauna Crane, 1780 N. Research Parkway, Suite 112, Logan, UT 84321. Telephone: (801) 752-0238.

National Association of State Boards of Education, NASBE Publications, 1012 Cameron Street, Alexandria, VA 22314. Telephone: 1-800-220-5183.

National Association of State Directors of Special Education, 1800 Diagonal Road, Suite 320, Alexandria, VA 22314. Telephone: (703) 519-3800 (voice); (703) 519-7008 (TT).

National Center on Educational Outcomes, University of Minnesota, 350 Elliott Hall, 75 E. River Road, Minneapolis, MN 55455. Telephone: (612) 626-1530.

National Center on Educational Restructuring and Inclusion, The Graduate School and University Center, The City University of New York, 33 West 42nd Street, Room 1530, New York, NY 10036. Telephone: (212) 642-2656.

National Education Association: For the Heumann (1994, September 16) memo, write to: Romaine Hodge, NEA National Center for Innovation, 1201 16th Street N.W., Washington, DC 20036-3290. For other NEA materials, see NEA Professional Library below.

National Professional Resources, Dept. 7T, 25 South Regent Street, Port Chester, NY 10573. Telephone: 1-800-453-7461.

National Resource Center for Paraprofessionals, 25 West 43rd Street, Room 620N, New York, NY 10036. Telephone: (212) 642-2948.

NEA Professional Library, P.O. Box 509, West Haven, CT 06516-9904. Telephone: 1-800-229-4200; (203) 934-2669.

NICHCY, P.O. Box 1492, Washington, DC 20013. Telephone: 1-800-695-0285 (V/TT); (202) 884-8200 (V/TT).

Northeast Regional Resource Center, Trinity College, Colchester Avenue, Burlington, VT 05401.

Parent Educational Advocacy Training Center, Courthouse Plaza II, 10340 Democracy Lane, Suite 206, Fairfax, VA 22031. Telephone: (703) 691-7826; 1-800-869-6782 (in VA only).

Paul H. Brookes Publishing, P.O. Box 10624, Baltimore, MD 21285-0624. Telephone: 1-800-638-3775.

Phi Delta Kappa Educational Foundation, Box 789, Bloomington, IN 47402. Telephone: (812) 339-1156.

Practical Press, P.O. Box 455, Moorhead, MN 56561-0455. Telephone: (218) 236-5244.

Pro-Ed, 8700 Shoal Creek Boulevard, Austin, TX 78757. Telephone: (512) 451-3246.

Project Forum, see National Association of State Directors of Special Education, above.

Sopris West, P.O. Box 1809, 1140 Boston Avenue, Longmont, CO 80502-1809. Telephone: 1-800-547-6747; (303) 651-2829.

South Dakota Systems Change Project, East Dakota Education Cooperative, 715 East 14th Street, Sioux Falls, SD 57104.

Specialized Training Program, 1235 University of Oregon, Eugene, OR 97403. Telephone: (503) 346-5313.

TASH, 29 W. Susquehanna Avenue, Suite 210, Baltimore, MD 21204. Telephone: (410) 828-8274.

University Affiliated Program of Vermont, 499 C Waterman Building, Burlington, VT 05405-0160. Telephone: (802) 656-4031.

University of Kansas Center for Research on Learning, 3061 Dole Human Development Center, Lawrence, KS 66044. Telephone: (913) 864-4780.

U.S. Government Printing Office, Attention: New Orders, P.O. Box 371954, Pittsburgh, PA 15250-7954. Telephone: (202) 512-1800.

Utah State Office of Education, 250 East 500 South, Salt Lake City, UT 8411-3204. Telephone: (801) 538-7702.

Western Regional Resource Center, contact the National Clearinghouse of Rehabilitation Training Materials, Oklahoma State University, 816 W. 6th Street, Stillwater, OK 74078. Telephone: 1-800-223-5219; (405) 624-7650. (Inclusion bibliography is $48.00 for hard copy; $5 additional for a disk.)

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NICHCY welcomes Ms. Marie Roane as our new Project Officer at the Office of Special Education Programs, U.S. Department of Education.

Project Director . . . . . Suzanne Ripley

Editor . . . . . Lisa Küpper

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